DOCUMENT RESUME

ED 042 297 EC 006 137

TITLE	End of Project Report. Volume III, Staff Reports.
INSTITUTION	Maine Township Diagnostic and Remedial Learning Center, Park Ridge, Ill.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[68]
NOTE	296p.
EDRS PRICE	EDRS Price MF-$1.25 HC-$14.90
DESCRIPTORS	Curriculum Development, *Demonstration Centers, *Educational Diagnosis, Educational Methods, Elementary Grades, Evaluation Techniques, *Exceptional Child Education, *Learning Disabilities, Program Descriptions, Remedial Programs, *Research Reviews (Publications), Secondary Grades
IDENTIFIERS	Elementary Secondary Education Act Title III, Illinois

ABSTRACT

A collection of monographs concerning learning disabilities is presented. Subjects include a high school learning disabilities program, English curriculum development, evaluation philosophy, a traditional program, teacher created learning exercises, reading disability, student discussion, and language development. Discussions also concern preschool screening, first grade developmental techniques, inservice activities, instructional materials, teaching machines, writing, reading problems, information transfer, listening skills, self concept, audiometry, and peer teaching. Information relative to learning disabilities is also provided for screening programs, supplementary reading instruction, visual motor training, the junior high student, phonics, the Language Master, vision screening, parent discussion groups, rapport, student discussion groups, auditory and visual approaches, informal assessment, and a spelling program. All papers were written by staff members of the inservice demonstration center. Volume IV relating to center instructional material is available as EC 006 136. (JM)

Maine Township
Diagnostic and Remedial Learning Centers

Title III ESEA

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ED042297

INTRODUCTION

An in-service demonstration center referred to as the Child Study Center has been developed within the school districts of Maine Township: (1) to increase the classroom teacher's awareness of the learning process and the various difficulties that may interfere with it; (2) to help the classroom teacher to identify children with learning problems within the classroom; (3) to train teachers to develop and use remedial teaching techniques with children with learning problems; (4) to train teachers to develop and use compensatory learning techniques with children with learning problems; (5) to create new curriculum ideas and instructional materials that can be built practically into the normal curriculum for children with minor learning difficulties; (6) to establish the Child Study Center as a learning resource center for instructional materials.

Based on these objectives a collection of monographs in the area of learning disabilities and curriculum adjustment was developed by the staff of the Maine Township Diagnostic and Remedial Learning Center as an aid to educators in their work with children experiencing difficulty in learning.

We welcome your comments and suggestions on the material contained herein.

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

EC006137

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RELATED SUBJECTS IN THE AREA OF LEARNING DISABILITIES AND CURRICULUM ADJUSTMENTS

MAINE TOWNSHIP DIAGNOSTIC AND REMEDIAL LEARNING CENTER
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Article	Title	Author
101	The High School Involvement With Helping Students and Teachers in Terms of Learning Disabilities How a Learning Disability Program can be set up in the High School: 1. Diagnostic Tests 2. In-service for teachers 3. Compensatory education 4. Use of teacher-aides	Don Wixted
102	A Report on Curriculum Development for the English L Program of the Senior High School and Suggestions for its Adaptation to the Junior High Level A write-up describing a specific method of teaching that contains implications for education in general. Included is a rationale, a provision for the exceptional child, introduction for innovative grading systems and samples of daily options.	Dick Dervin
102A	Grade Philosophy A theory of evaluation encompassing a critique of the prevailing systems and a view of no grades.	Dick Dervin
102B	Alternate Program A traditional method involving large group presentation, small group work (seminars) and independent or individualized work.	Dick Dervin

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Article	Title	Author
102C	D.E.A.L.S. (The Dervin Exercises for Allied Learning Senses) This is a presentation of teacher-made exercises that served multiple functions: 1. to teach reading through the utilization of various methods 2. the teaching of basic skills; such as, concentration, retention, recall, etc. through the eight basic areas of learning 3. to be used as a teaching and diagnostic instrument	Dick Dervin
103	The L. D. Student as Reader What is the real understanding of the student with a reading disability? Can reading be useful to him; is reading relevant?	Laura Johnson
104	Student Discussion Groups - 1968-69 The value of small group interaction on the Junior and Senior High level seemed to be the gains made in assuming responsibility, recognition and respect from peers, and with movement toward self-maturation.	Lucy Hayward
105	Language Development: The Peabody Kits How can the Peabody Language Development Kits be used advantageously with primary and intermediate groups - gifted or slow?	Judy Graham
106	Pre-School Screening Advantages and disadvantages of Marianne Frostig test in pre-school screening.	Judy Graham

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Article	Title	Author
107	Developmental First Grade Description of a special transitional first grade room set up to stimulate the child visually and auditorally in an environment that can breed success.	Judy Graham
108	Ideas for Innovative In-Service in the Elementary and Junior High Schools List of activities that can be used for in-service meetings with administrators, teachers, parents and children.	Judy Graham and Rose Pech
109	Sequence Cards Materials that could be prepared and used for teaching sequencing skills.	Shirley Schechtman
110	Concept Cards Recognizing and verbalizing concepts by grouping pictures in orderly positional rank.	Shirley Schechtman
111	Suggestions for the Use of the Electronics Future Inc. Machine (EFI) The EFI machine can be helpful in memory work, sentence formation, vocabulary development and improvement of auditory discrimination skills.	Shirley Schechtman
112	Written Language Discussion of handwriting, spelling, vocabulary, grammar and ideation in written language.	Shirley Schechtman and Jean Meadows

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Article	Title	Author
113	Brief Discussion on Analyzing Reading Problems What types of I.Q., silent and oral reading, vocabulary, phonics and skill tests can be used to diagnose reading problems.	Shirley Schechtman
114	Transfer of Information - Elementary to Junior High School Discusses transfer of information about 6th grade students needed by the staff to the Junior High in order to assist in the identification of students needing special help.	Mary Kay Newman
115	Program for Improvement of Listening Skills Listening exercises for the Junior High to improve skills in following directions, listening for details, and listening for the main idea.	Mary Kay Newman
116	Self-Concept Development Check list of behavior that allows child to conceptualize self; question his actions and move toward better relationships.	Mary Kay Newman Jane Terwilliger Ray Imig
117	Transfer of Information - Junior to Senior High School Evaluation form for in-coming freshmen to be made out by reading teacher and sent to High School counselor or reading center.	Mary Kay Newman

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Article	Title	Author
118	Audiometry - Major Concerns in Screening and Referral Relationship of auditory impairment to educational needs and procedures for using the audiometer.	Rose Pech
119	Pupils Used as Teachers - Beneficial to all Participants Reciprocal benefits of 6th graders reading to 1st graders.	Rose Pech
120	Kindergarten Screening Program Kindergarten screening program for testing visual-motor, memory (auditory and visual), organization, discrimination (auditory and visual) and speech.	Jan Pigman
121	Supplementary Reading Instruction at the Second Grade Level Reading Instruction keyed to auditory remediation at the second grade level.	Anne Finger
122	Language Development Examples of language deficiencies and the kinds of materials to be used in remediation.	Anne Finger
123	Visual-Motor Training A review of visual-motor training by recognized authorities and suggestions for activities to fit the individual needs of the child.	Jean Callaghan

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Article	Title	Author
124	In-Service to the Non-public Schools Programs for in-service including characteristics, identification, diagnosis and remediation of children with learning disabilities.	Sue Sieger
125	The Junior High How Junior High student with a learning difficulty can be helped in the classroom; sample unit on the constitution included.	Sue Sieger
126	Phonics in the Kindergarten and Games for Reinforcement Introduction of consonant sounds and games to play teaching the B and R sounds.	Joan H. Ellen
127	The Language Master in a Developmental Reading Program Creative techniques and approaches to be used with the individual child.	Joan H. Ellen
128	Vision Screening The use, interpretation and the significance of the results found in the Keystone Survey Tests.	Peggy Perez
129	Parent Discussion Groups Discussion revolving around interpersonal relationships, pride, sibling rivalry, structure in the home, responsibility and independence.	Lucy Hayward

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Article	Title	Author
130	Establishing Rapport and Achieving Co-operative Working Relationships with Children Answering the questions of who, how and what are the needs of the child; using the many materials available and the teaching techniques afforded to help the learning disabilities child.	Jean Meadows
131	First Grade Language Development Program (South School) Learning experiences suggested for success in language development in reading, writing, listening and speaking to enhance competent communication.	Jan Pigman
132	Student Discussion Groups (General Overview of Groups which met with Lucy as Consultant) Brief discussion of structure necessary to set up a group of students to work toward better interrelationships and to change behavior in positive directions.	Judy Graham
133	Handwriting Improvement Program Junior High seminar to promote better handwriting through self evaluation; proof-reading, acceptability of output and drill on basic letter strokes.	Mary Kay Newman
134	Ideas for Auditory Approach Sequencing, rhyming, discrimination, memory and conceptualizing through the auditory modality.	Anne Finger

RELATED SUBJECTS IN THE AREA OF LEARNING DISABILITIES AND CURRICULUM ADJUSTMENTS

Article	Title	Author
135	Ideas for Visual Approach Recognition, conceptualization, sequencing, memory and comprehension through the visual modality.	Anne Finger
136	Informal Assessment of Listening, Reading and Writing Skills Teacher's assessment of student's reading and listening skills based on grade level textbooks used in the subject area. Rate of reading, level of vocabulary and written expression are also considered in assessment.	Mary Kay Newman
137	Spelling Program Suggested activities to be implemented in Language Arts class at Junior High School level. This includes types of diagnostic instruments and spelling lists that can be utilized. Use of commercial games to supplement instruction is explained.	Mary Kay Newman

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THE HIGH SCHOOL INVOLVEMENT WITH HELPING STUDENTS AND TEACHERS IN TERMS OF LEARNING DISABILITIES

I. Orientation of Counselors

An in-service program for counselors may be designed to introduce the concepts of learning disabilities or difficulties: these are not now treated extensively in counseling courses. It is recommended that in-service orientation develop an approach to educational counseling through (1) screening for learning problems and (2) the formulation of educational recommendations (prescriptions).

The balance between the immediate classroom problem and the outside emotional overlay needs to be brought into a new perspective. Personal problems may seriously affect the student's performance and behavior, but the immediate problem confronting the student is how to get along with geometry or the geometry teacher's approach to learning. A personality problem between teacher and student is often more a problem of how a teacher handles the learning situation, and not whether he or she reminds the student of problems with his parents.

Recommended Outline of Procedure for Counselors

A. In-service

1. Orientation to learning difficulties
    a. Screening (for appropriate tests, see page 8)
    b. Diagnosis
    c. Remediation (curriculum adjustment in high school)
2. Interpretation of existing tests and records
    a. Iowa Tests of Educational Development
    b. Differential Aptitude Tests

B. Do supplementary testing with the Detroit, sub-tests, WISC, Diagnostic Reading Tests, etc.

C. Counseling of students, parents, and teachers regarding the implication of findings.

D. Coordination with special personnel and teaching staff of the educational adjustments necessary for students and the school.

E. Include orientation to reading disabilities - classroom implication, not therapy!

II. Use of Present Test Battery Information at the High School (Group Testing)

Appropriate interpretation of existing information needs to be developed both by school psychologists and the counselors. Following are some recommendations or descriptions that may help. In all cases, the focus here is on teaching according to the student's abilities, not placement or elimination.

A. High School Tests

The Differential Aptitude Tests are now used as the high school placement test. A Verbal Reasoning test and a Numerical Ability test are joined to produce a comprehensive score which is felt to be a reliable predictor of academic ability or success. In addition, subtests for Abstract Reasoning, (skill courses subjects) Spatial Relationships, Mechanical Reasoning, Clerical Speed and Accuracy, and Language Usage (spelling and sentences), are scored and may be used effectively for predicting success in certain subject areas or in the performance and perception of certain skills and activities within these subject areas. The explanation which follows is taken from the DAT handout which all students receive.

ABOUT THE DIFFERENTIAL APTITUDE TESTS.....

Verbal Reasoning

How well can the student understand ideas expressed in words?
How clearly can the student hink and reason with words?

Verbal reasoning is important in all academic and most non-academic subjects in high. If the student were to take only one test, VR would be the best all-around predictor of how well the student can do in school, especially in the academic subjects. Students who score average or better should seriously consider college; those well up in the top quarter may consider the highly selective colleges.

Students above the bottom quarter on VR but without a college education may be acceptable for various supervisory and managerial jobs in business and industry. Other things being equal for instance, the employee with more verbal reasoning ability than his fellow workers has a better chance of being selected for special training in technical work or in supervision.

Students not planning for college who have VR as the peak on their profile should consider preparing for such verbal occupations as salesman, credit manager, order taker, complaint clerk. These job names will help you think of others also in which verbal reasoning and understanding are essential.

People who do poorly on the Verbal Reasoning test should perhaps plan on going into some work that will call for less verbal ability. A person can be successful doing clerical work in an office without trying to become head of a department, or successful doing production work in a factory without expecting to become production manager.

If your scores on one or both of the Language Usage tests - Spelling and Sentences - are an inch or more below the VR on the profile chart, there is a real chance that the student isn't able to use verbal reasoning ability up to his full capacity. Talk with the student's counselor and teachers about what the student can do to improve in writing, reading, and other language skills.

Numerical Ability

How well do you understand ideas expressed in numbers?
How clearly can you think and reason with numbers?

Numerical ability is especially important in such high school subjects as mathematics, physics, and chemistry.

Students who do well on this test are also likely to do well in the arithmetic and measuring so common in business offices, factories, service shops, and stores.

Scores on this test predict, to some extent, success in nearly all high school and college courses. Numerical ability is one element of all around ability to master academic work.

An above average score in NA suggests planning for college or other post-high school education. A student who wants to major in such fields as mathematics, physics, chemistry, or any branch of engineering, may expect to encounter some difficulty if his NA score is not in the top third or top quarter.

Numerical ability is also useful in technical careers not requiring a college degree. A score in the second or third quarter on this test, especially if scores on Verbal Reasoning and/or the two Language Usage tests are noticeably lower than the NA score, suggests looking at technical training programs either in companies or in training institutes for trades and crafts.

Numerical ability is useful in such jobs as laboratory assistant, bookkeeper, statistical clerk, foreman, or shipping clerk. Many of the jobs in the skilled trades in manufacturing or construction work require considerable numerical ability.

VR + NA

A Measure of Scholastic Ability

The student's combined score on these two tests provides a good estimate of this student's scholastic aptitude - the student's ability to complete the college preparatory courses in the student's school and to succeed in college.

In general, anyone with a rating in the upper quarter (75th percentile or better) should consider himself capable of performing well in college courses. Depending on the student's current ambitions and the student's choice of college, a second quarter rating on VR + NA also indicates college potential. Whether students ranking in the third quarter should enter regular liberal arts and science programs is arguable. Is the student doing very well in high school? Is the student prepared to work harder than your college mates? What college and what courses is the student considering? Some students in the third quarter and a few in the fourth quarter who want some post high school education will find it practical and satisfying to enter one-year or two-year junior college programs in applied arts and sciences, business training, and the like.

Besides predicting academic success, the VR + NA score gives some indication of aptitude for jobs that require more than the average level of administrative and executive responsibility.

Abstract Reasoning

How well does the student understand ideas which are not presented in words or numbers? How well does the student think out problems even when there are no words to guide him?

Using diagrams, the Abstract Reasoning test measures how easily and clearly the student can reason when problems are presented in terms of size or shape or position or quantity or other non-verbal, non-numerical forms. The repairman troubleshooting an unusual breakdown, the chemist, physicist or biologist seeking to understand an invisible process, the programmer planning the work of an electronic computer, the systems engineer, - all find this ability useful. Carrying out a logical procedure in the student's mind is important here.

Abstract Reasoning teams up with the next two tests - Space Relations and Mechanical Reasoning - in prediction of success in many kinds of mechanical, technical, and skilled industrial work.

Students standing high on Verbal Reasoning and Numerical Ability have added confirmation of their college ability if they are also above average on Abstract Reasoning. But, if VR and NA are high and AR is below average, they usually may rely on the verbal-numerical combination to see them through.

Students scoring rather low on VR but fairly high on AR have evidence of ability to reason in certain ways despite a verbal shortcoming. Vocabulary building, remedial reading, and similar exercises may help strengthen verbal reasoning power.

Space Relations

How well can this student visualize, or form mental pictures of solid objects from looking at flat paper plans? How well can this student think in three dimensions?

Space relations measures the studen'ts ability to visualize, to imagine the shape and surfaces of a finished object before it is built, just by looking at the drawings that would be used to guide workmen in building it. This ability makes some kinds of mathematics easier - solid geometry, for example.

To a person who does poorly on Space Relations, an architect's plans for a house or an engineer's plans for a bridge or a machine might look like nothing but several flat drawings. But how about a person who does well on this test? Such a person looking at those same plans can "see" the finished house, or bridge, or machine. He could probably "walk around" the finished structure - mentally, that is - and "see" it from various angles.

Students who do well on SR should have an advantage in work such as drafting, dress designing, architecture, mechanical engineering,die-making, building construction, and some branches of art and decoration. A good machinist, carpenter, dentist or surgeon needs this sense of the forms and positions of things inspace.

Students planning for careers not requiring college training should consider their SR score in comparison with their other aptitudes in deciding whether to look for jobs (or training courses) that deal with real objects - large or small, watches or skyscrapers - rather than with people or with finances, for example.

Mechanical Reasoning

How easily does the student grasp the common principles of physics as you see them in everyday things about you? How well does the student understand the laws governing simple appliances, machinery, tools, and motions?

Students who do well on the Mechanical Reasoning test usually like to find out how things work. They often are better than average at learning how to construct, operate, or repair complicated equipment. While VR and NA are the best predictors of science and engineering grades in college and technical institutes, a high MR score is added evidence of ability in these fields.

Students who do well on this test but whose VR and NA scores suggest that a college engineering course might be very difficult, should look into opportunities in high school technical courses, apprentice training, and post-high-school technical institutes. Men in industry who become technicians, shop foremen, and repair specialists tend to be at least average in MR.

People who do poorly on this test may find the work rather hard or uninteresting in physical sciences and in those shop courses which demand thinking and planning, rather than just skill in using one's hands. Many types of work in the construction and manufacturing trades also require one to understand machinery and other uses of physical forces as well as to have manual skills.

Girls score considerably lower than boys on the MR and SR tests. Therefore a girl who does quite well on these tests, as compared with the average girl, may still be far below the average boy. A girl interested in mechanical or engineering work should ask her counselor to figure her MR and SR percentiles in comparison with boys as well as with girls.

Clerical Speed and Accuracy

> How fast and how well can the student do the paper work that is so important to all offices, scientific laboratories, stores, warehouses, and wherever records are made or filed or checked?

Clerical speed and accuracy measures how quickly and accurately the student can compare and mark written lists such as of names or numbers. This is the only one of these tests that demands fast work. It is very easy to get the right answer; speed in doing a simple task is what counts. Girls tend to score higher than boys on this test.

While CSA measures an ability that is useful in many kinds of jobs, it is not really needed or expected in most high school courses. In most school work it is more important to do work correctly than to do it quickly. But a very low score sometimes indicates a source of difficulty with homework or exams.

Has the student done well on others of the Differential Aptitude Tests but not very well on this one? If so, perhaps the student did not work as fast as the student could have worked. By practicing the student may be able to speed up quite a bit without sacrificing accuracy on tasks that the student understands well.

Aptitude for CSA is important in many kinds of office jobs, such as record-keeping, addressing, pricing, order-taking, filing, coding, proofreading, and keeping track of tools or supplies. Secretaries whose most important skills must be in stenography and office services, are better if they also can work fast and accurately on routine clerical tasks.

In most scientific research and much professional work mistakes in recording or copying can be very serious. But speed is needed, as well as accuracy. A good score on CSA is desirable, then, for a job handling data in a laboratory as well as for a job in bookkeeping or in a bank.

Language Usage

> How well can the student use the English language? How competent is the student in spelling, punctuation, capitalization, and choice of words?

Language Usage is composed of two short achievement tests which measure important abilities the student needs to consider along with the other aptitudes assessed by the DAT.

Spelling measures how well a person can spell common English words. Among other things, it is an excellent predictor of ability to learn typing and shorthand.

Sentences measures how well a person can recognize mistakes in the grammar, punctuation, and wording of easy sentences. It is among the best predictors of ability to earn good grades generally in high school and college.

While some careers, such as writing and teaching, call for a high degree of competence in English, all careers requiring college-level education require good language skills, and so do most office and managerial jobs in business and industry.

If the student can do well on both of these tests and on VR, the student should be able to do almost any kind of practical writing provided he has a knowledge of his topic and a desire to write about it.

On the other hand, a student fairly high in VR but low on either or both of these two language tests, probably can profit from special study or tutoring in English to bring his language skills up to the level indicated by his VR score.

The Iowa Tests of Educational Development, composed of subtests measuring -

Background in Social Sciences and in Natural Sciences
Correctness of Expression
Quantative Thinking
Reading of Social Sciences, Natural Sciences, Literature, and an average reading score (Must teach him at this level and teach him how to do this).
General Vocabulary
Composite Score (full battery)
Use of Sources

Can be used for differential analysis of reading abilities, or as a general predictor of academic success (not intelligence). District 207 schools have used this test for ninth and eleventh grade comparison.

B. Junior High School scores and descriptive records.

Generally dependable to predict problems and success. It is suggested that the psychologist and teams concentrate on interpretation of existing information.

1. The Psychological Corporation
"Your Aptitudes as Measured by the Differential Aptitude Tests."

Recent screening for the social science department yielded reliable recommendations based solely on cumulative records of the high school, including junior high school information. The essential point here is to emphasic the appropriate use of these tests and to act upon them. If perfect placement is not possible, then the teaching must be realistically adjusted to these; the proper use of all screening is to teach the student better.

III. Tests Beneficial for High School Screening and Their Modifications.

Continued use and assessment of tests currently utilized by the high school and the staff psychologists will yield the best possible combinations. The following are suggested:

For use by the Guidance and Pupil Personnel Services:

The Detroit Tests of Learning Aptitude

The Verbal Opposites Test is useful for general expectation level.

The Auditory Attention Span for Unrelated Words and Oral Directions are useful for auditory discrimination.

The Visual Attention Span for Objects and Letters, and the Disarranged Pictures for visual discrimination.

The Disarranged Pictures for mental organization.

The Memory for Designs provides another visual perception test, but use of the Bender would be better here.

According to the manual, the tests may be analyzed as follows:

Tests of Comprehension and reasoning.

Comprehension and reasoning are complex phases of intelligence as represented in subtests Nos. 8 and 15 of Social Adjustment, No. 10 of Orientation, No. 17 of Disarranged Pictures, and Nos. 1 and 2 of Absurdities. There must be understanding or comprehension of the problem, with reasoning of relationships of elements to each other and to the total complex mental exercise. All elements must fall into place for the final solution. Whenever one or more of these subtest results fall at the lower or extremely lower end of the profile, learning difficulties are likely to occur in grasping relationships in history, georgraphy, reading for comprehension, and arithmetic problems.

Tests of practical judgment

Practical judgment is an important psychological function in many learning situations. Individuals differ in speed, accuracy, and wisdom of decisions as reflected in subtests No. 5 of Motor Speed and Precision, No. 7 of Oral Commissions, No. 10 of Orientation, and No. 18 of Oral Directions. School projects in the arts, physical training, and vocational subjects provide difficulty when these subtest results are relatively low.

Tests of verbal ability

In this series verbal ability is recognized as an important element in intelligence; in many ways it is the principal vehicle of intelligence. Various phases of verbal ability are explored in subtests No. 2 Verbal Absurdities, No. 4 of Verbal Opposites, No. 11 of Free Association, and No. 19 of Likenesses and Differences. As is true in the other categories only some of these subtests should be administered to an individual so that a balance of factors may be maintained. Verbal ability is necessary in reading for comprehension, and since some reading is also required in practically all school subjects a good vocabulary is a valuable asset. A distinction should be made between mere word calling and meaning.

Tests of time and space relationships
Time and space relationships provide awareness of "where one is at." The three subtests in these areas are No. 10 of Orientation, No. 12 of Memory for Designs, and No. 17 of Disarranged Pictures. Weaknesses are reflected in art, drawing, map making, geometry, and handwriting among others. Gross weakness in orientation is reflected in miniature form in erratic movements of handwriting.

Tests of number ability
Simple number concepts, such as knowing the difference between one and two pieces of candy, develop long before children are old enough to attend school. Subtests No. 7 of Oral Commissions, and No. 14 of Number Ability are directly related,while the problem phases are associated with subtests of reasoning and comprehension.

Tests of attentive ability (auditory)
Auditory attentive ability should not be confused with auditory acuity which should be checked with other methods. The subtests are No. 6 of Auditory Span or Unrelated Words, No. 7 of Oral Commissions, No. 13 of Related Syllables, and No. 18 of Oral Directions. Both in and out of school auditory attention underlies the functioning of intelligence to such an extent that weakness in it may constitute a major handicap. Learning is dependent to a great extent upon listening for directions and hence whenever it is not perfectly comprehended the attendant meanings and relationships also are missed. When spelling exercises are dictated,attention is divided from writing and the quality of handwriting may suffer.

Tests of attentive ability (visual)
These subtests reflect the ability to comprehend through seeing and are not to be confused with acuity of vision which is tested by other methods. The subtests are No. 1 Pictorial Absurdities, No. 3 Pictorial Opposites, No. 9 Visual Attention Span for Objects, No. 12 Memory for Designs, No. 16 Visual Attention Span for Letters, No. 17 Disarranged Pictures, and No. 18 Oral Directions. It is obvious that comprehension through vision pervades the great majority of learning situations. In these seven subtests various types of measurement have been devised to explore into this area but only some of them should usually be used for each individual.

Tests of motor ability and precision
Motor speed and precision play an important role in the learning process. The subtests are No. 5 of Motor Speech and Precision, No. 7 Oral Commissions, No. 12 of Memory for Designs

and No. 18 of Oral Directions. Deviations in this area often have unfortunate social and emotional effects such as feelings of inferiority from ridicule and obviously unfavorable comparisons. Exceptionally high scores may generate feelings of superiority not always warranted by the less able results on the entire profile. Such wide deviations should be subjected to careful and wise guidance.

The Diagnostic Reading Tests by Triggs, et al., would seem to offer the best range of reading abilities for the high school.

The Wepman Test for Auditory Discrimination is a well known and quick check.

For use by the teacher - -

The Botel Reading Inventory is an easily administered and easily understood test for reading problems. It includes test and test score for instructional reading level, independent reading level, potential reading level, as well as a word recognition and phonics inventory. It is ideal for the orientation of teachers with little reading background, but needs additional words added to the senior high school list. (Mr. R. De Roo, Maine East, offered to prepare such a supplementary list.)

The St. Louis Diagnostic Spelling Lists offer an easily administered and scored test of spelling and word analysis problems. It is especially coded for a quick, differential analysis of student problems.

The SRA Reading Calculator will yield a readability level for all curriculum materials published or teacher-made.

By special personnel --

It is my understanding that the health services (school nurses) provide all school screening with the Keystone Telebinocular and the Audiometer.

A description of the uses of the WISC and Bender-Gestalt for perceptual problems are available from both the Maine Township Diagnostic Center and the school psychologists.

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[2] Baker & Leland, Detroit Tests of Learning Aptitude, pp.112-115

IV. Suggestions for Teacher In-Service in Learning Disabilities Problems at the High School

Essential points -

1. Chairman agreement - he and his department must ask for it.
2. Teachers need released time, or reorganized time.

How -

- a. Demonstration teaching
- b. Participation by teachers in a team (departmental) on released or reorganized basis, not on "free" time.
- c. Inclusion in staffings with students being handled for learning disabilities.
- d. Video-tape demonstration programs presented at departmental and all-school meetings.

WHO -

- a. Include regular teachers as well as "low track" teachers.
- b. Have programs for experienced teachers and for inexperienced teachers.
- c. Include counselors as often as possible in the same experiences as teachers.

V. Use of Teacher Aides: Concept and Training

A critical problem in the large comprehensive high school is that of staff utilization. With over two hundred courses of all descriptions, plus study halls, co-curricular and extra-curricular activities, and hall supervision, some way must be found to use the professional staff more efficiently. Studies of the high school have shown the differences between actual teaching activities and learning activities in which the student is self-supporting and needs only minimum supervision. Para-professional or student aides would seem to be a natural and necessary augmentation of professional teaching time.

A. In-service orientation to:

  1. Professional education.

    a. Some basic psychology of learning and personality.

    b. Learning and reading problems.

    c. Curriculum and instructional practice.

  2. Para-professional activities.

    a. Clerical and typing skills.

    b. Audio-visual.

    c. Attendance and school records.

  3. Departmental activities

    a. Subject areas assigned, introduction to the field.

    b. Kind of activities expected to share in.

    c. Role in conjunction with teacher.

B. This should be an on-going procedure, throughout the school year, starting with a work-shop of one or more weeks before the beginning of the school year.

C. Student aides should be seriously considered, including C students. It would be an educative procedure as well as a supportive role.

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A REPORT ON CURRICULUM DEVELOPMENT FOR THE ENGLISH L PROGRAM AT THE SENIOR HIGH SCHOOL AND SUGGESTIONS FOR ITS ADAPTATION TO THE JUNIOR HIGH LEVEL

Presented to
The Evaluation Committee of
The Maine Township Diagnostic And
Remedial Learning Center

A Title III ESEA Project

by
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No.102

May 1969

Chapter I

AN EARLY DEFENSE

To meet criticism early and therefore dispense with any defensive posture for the rest of this report, it is necessary to deal with the two most commonly expressed objections to this program. These objections should be dealt with now since it seems to do very little good to ask the objector if he has seen this program or if he knows anything about it, since the answer is invariably "no". Also, if either of these objections is harbored by anyone, it does very little good to proceed with this report until the objection has been dealt with.

Objection number one seems to center around the accusation "You are catering to the kids and (therefore) not teaching them." Obviously this is a two-part objection, despite what the speaker may have intended. The plea is "guilty" to the first part. This program does cater to students. That is its intention. It was developed with the concept in mind that at the primary and secondary levels of education, the student should be paramount while at the tertiary level and beyond, instructors could deal with subject matter primarily. The plea of "not guilty" must of necessity be given to the second part since it is never quite clear just what "teaching them" means. If it has meant didactically spewing forth information, then we don't teach. If it means providing guidance, direction, purpose, and relevance to inanimate subject matter, then we are very definitely teaching and refuse to further dignify this objection by debate.

Objection number two is more pragmatic and therefore carries more weight, "It takes too much work and I don't have enough time." There is an undeniable element of truth here, in that this program does demand a great deal of work. It cannot be avoided. In respect to the factor of time, it may become necessary to employ professional aids. If economics is a factor, then students may be used as substitutes. This will allow the teacher in charge more time. The final defense to the objection of work and time is that after the initial efforts, probably the first year, succeeding efforts can then be devoted to the improvement of the curriculum. Trite as it may sound, the surest and best reward will be that of a job well-done and a job that is stamped with you and your ideals.

Chapter II

ORIGINAL DESIGN AND PRESENT CONSIDERATIONS

This program was originally designed to eventually encompass a four-year sequential plan. This is still conceivable, but the magnitude of the task indicates that it will take four years to develop a four-year sequential program. If time permitted, this would be fine. Time does not permit this luxury, so alternatives had to be considered.

Since the basic design involves multiple choices of daily assignments with multi-sensory aspects (see Appendix E) it is possible to use this program in all four years of English L. This would not involve any modifications since the cumulative daily options would in total, more than equal four years work. This is an alternative one. It is a gross design, but structurally more feasible than a "well-planned," "four-year," irrelevant curriculum that does not take the individual into account. Unless the curriculum reflects this individualized approach, then it seems invalid to assume it exists.

Alternative number two is more refined. This would assume a basic difference in attitude and behavior of the group involving freshmen and sophomores from the group involving juniors and seniors. If this alternative seems more reliable, then a similar program could be constructed taking these differences into account. An investment of two years work, with overall refinement the third year, could accomplish this.

This type of program could be easily adapted to a junior high system. If the concentration of students is centered around the seventh and eighth grades or, more preferably, the sixth, seventh and eighth grades, the emphasis can be altered to include a heavier emphasis on the correct use of grammar with enough literature involved to maintain interest and relevance. This would permit concentrated attention on specific problems and accelerated work by potentially able students. An aptitude test or acceptable achievement test could then determine the student's admission and placement in the high school program.

This brings up the subject of who should determine curriculum. Should it be the college or university and then have that curriculum modified by the high school, to be in turn altered by the junior high, to be finally handed to the intermediate and primary grades? Or, should the trend be reversed? It is the opinion of the author of this program that the grammar schools should determine their own curriculum and let the high schools either pick it up or leave it as they choose. To do this effectively would require a greater committment by teachers to their own self-image and to their teaching.

Chapter III

INCORPORATION OF LEARNING DISABILITIES INTO PROGRAM

This type of program would also take into consideration the student with learning disabilities. If proper testing is unavailable the teacher identification system (for lack of a more pedagogical term) can suffice. This has been found to be almost as effective as testing in studies made by the Institute for Language Disorders at Northwestern and by the Maine Township Diagnostic and

Remedial Learning Center in Park Ridge (A Title III ESEA Project). For the hyperactive child, freedom of movement is provided. The student is responsible for getting his own materials, taking care of his own folder, and coming up to see the teacher. All of these activities involve movement and tend to suppress the need for a student to create a disturbance because of a long session in inactivity.

The student is also provided with opportunities to learn through their strong senses. If a student demonstrates a weakness in auditory discrimination, he can visually interpret the daily options from the transparencies (see Appendix E) being projected on the screen. If a student needs auditory reinforcement to his visual activities, this is also provided; by lecture, both to individuals and to groups, by tapes and by records. If a student cannot express himself adequately because of an agraphia or a dysgraphia (an inability to write or an impairment of the power to write), tapes are available for him to record his assignment or project.

Students with gross or even fine motor problems can be accommodated through certain options. If role-playing or skits or art work such as molding clay or pen and ink drawing is encouraged with no penalties for less than perfect work, then improvement in these deficient areas should be noted. The relationship of these assignments to English can be noted in the sample assignments found in Appendix E, but let it be stated that any academic subject can involve the student in the same manner.

Appendix A outlines more fully these and other pertinent features of this program. This is not a limited program in that it can only be used in the high school. The same principles are applicable to the junior high or even the intermediate grades. The topic of subject matter was covered in the preceeding paragraph.

Chapter IV

SPECIFIC FEATURES OF PROGRAM

Viewing the individual and not the collective group as the pivotal agent served as the main criteria for this program. Since, to individualize the instruction, it would have been necessary to provide a teacher for every child or teach only those numbers of students that a single teacher could accommodate on an individual basis, the next best feature was utilized. This was individualized learning. Under this method, each student would be permitted to choose an option that appealed to him from sometimes as many as twelve or even more options. This enabled the teacher and the student to realize both attitude and aptitude.

A daily grade was provided for each assignment and responsibility for the correction and the recording of the grades was left to the student. (See Appendix C) In this manner, individual initiative and responsibility were hopefully nurtured. The philosophy for the provision of grades can be found in Appendix A, A Brief Overview of Title III's Philosophy for English L Classes. One additional feature of the minimum daily grade concept is that the psychology of behavior seems to demand that an individual should succeed when no threat is posed and a task is within his capability. In keeping with this view, it becomes clear that a student would either improve his own work, or, if he didn't, the teacher should attempt to remove or lessen any existent threat or advise the student as to the present limit of his capabilities.

One particular feature that was difficult to implement was the feature of "mini-classes." These classes were small groups of students who had requested "regular" classes since they felt uncomfortable in a situation where they were forced to make decisions and then act upon them.

The reason for the reluctance of the instructors to inaugurate these sessions (mini-classes) was two-fold: one, it would tie up a teacher with a small group and leave the remainder of the class at loose ends, and two, it seemed to deny the concepts of individual initiative and responsibility.

Teacher involvement was facilitated by meeting with the group two or three times a week and providing drills or exercises the other days. Also, a teacher's aid or a para-professional could implement the lessons designed by the teacher, with serious questions being referred to the teacher for a decision.

The second cause for reluctance was more difficult to dismiss. An emotional momentum had begun in favor of free, responsible, decision-making, activities of the students. It seemed at first, that these requests for structured classes defeated these hopes. During team meetings, this obstacle was discussed and it was resolved that the fact of meeting students needs outweighed the theory of initiative and responsibility. Part of the rationale for this resolution was that the fact preceeded the theory and did not necessarily negate it.

At the beginning of the program (the beginning of the second semester), Trigg's Diagnostic Reading Tests (survey section) was administered to all students participating in the program. This was done in order to familiarize the teacher to some degree of the level of competence each student had reached in reading. Then, a study was made as to what the estimated potential (I.Q.) of each student was. In comparing the two scores, it was decided whether a student would benefit from remedial or developmental reading instruction or whether he would be better off if he was left alone. Because of some previous conflicts in the reading center, some students were judged on their attitudes in addition to the two scores previously mentioned. In this way, the beginning of a multi-disciplined approach was instituted. Some suggestions as to a working relationship between a typical English L class using this type of program and a reading center are included in Appendix D.

One of the strongest points of this program was the technique of "prescriptive teaching." This was a phrase popularized by L. J. Peter in his book "Prescriptive Teaching" and used to describe a method of teaching calculated to diagnose and remediate.

As communication was established with students and evaluations made of his work, the teacher was able to recommend various lines of activity. Sometimes this would be to shore up a sagging, strong area; other times it would be to strengthen a weak area. As an educational concrete for the whole program, the basic concept of educational therapy was maintained - - teaching a student through success.

Another very important feature of this program was the individual interview of each student. This would last anywhere from five minutes to a whole period (forty minutes). The information gleaned from this procedure often provided the clues for the formulation of a meaningful approach to a student's learning program, i.e., A... L.... is a male student in his sophomore year in high school. He has achieved a full-scale I.Q. of 81 on the WISC. In addition, he has a speech impediment, for which he has received help, but to little avail. He was classified as a behavioral problem on his cumulative folder, because of his tendency to defy the teacher and get the other students to misbehave. In an interview with A... L....., it was discovered that he liked making his own choices about what to do, he had a strong dislike for negroes, Jews and "smart" people, and he preferred being alone to being in a group. He had come from Germany when he was two, and had never spoken English until he was in the first grade. Then he received a "crash" program in English. A... revealed that he was very interested in mythology and any stories related to this concept and that he also realized that he seemed to be able to influence others. He mentioned that he had organized two different groups (gangs) and had for the most part, kept them under control. As he explained, "I don't want any trouble, but I'm not afraid of it either."

Because of this information and observations of A... L.... in class, a program was worked out that took into account his deficiencies (his speech problem), his likes (mythology), his dislikes (prejudices received primarily from his father), and his ability to command respect. The resulting educational program tended to be one of socialization rather than academic, but with English being the vehicle for behavior modification.

Chapter V

SUMMARY

The main features of this English L program can be summarized in four main areas.

1. Self-discipline. The student will, hopefully, learn to accept responsibility for his own actions. He will learn that success or failure depends on his efforts or lack of same.

2. Self-evaluation. There are two factors to be considered in regard to this point. One is the factor of exaggeration and the other is the attempt to involve the student in a wholesome realistic view of himself. The former is harmful and serves only to create situations that are injurious to the self-concept of the individual.

   The latter is necessary for proper mental health. To be able to realistically view yourself (self-image) should pay many more dividends in the sense of human development than the best teaching of inanimate subject matter.

3. A development of a greater interest in English. This aim was arrived at in reaction to what seems to be an antipathy that is in direct ratio to the number of years spent in school by a student with a learning disability or an average "L" type student. The cause of this attitude, in our opinion, seems to stem from a didactic presentation and rigid enforcement of a seemingly irrelevant course of study. Therefore, one of our aims was to a) remove the rigidity from the system through the use of options and b) create relevancy by having the student evaluate his choice, his effort and his progress. If he so desired, he may even have viewed his work in relation to that of his classmates, but this aspect is to be taken up under the heading, Social Awareness.

4. Social Awareness. In the atmosphere set up by this type of program, students must become aware of their responsibilities to each other. With most of the severe discipline necessary for group instruction removed, the student now can discipline himself. He is aided in this effort by having a great deal of work to do or by

> involving himself in an interesting activity. Also, he can realize early that his activities and the activities of those around him have an effect that can either help him or hinder him. To this degree, an effective, social, interactive role is achieved. Since he is now the agent in charge of his own work, he can arrive at value judgments concerning the effort or apathy of his classmates. Previously he was one of the "boys" against the authority -- the teacher.

To conclude, an attitude of "permissiveness" is not encouraged. Ground rules are laid out early and an arena of behavior is established. (See Appendix B) From this base, a student is encouraged to experiment and achieve. Since the specter of failure and embarrassment is rather effectively removed, this encouragement should meet with success in an overwhelming majority of cases rather than the opposite.

APPENDIX A

A BRIEF OVERVIEW OF TITLE III'S PHILOSOPHY FOR ENGLISH L CLASSES

"Do not put new wine into old wine sacks. You will eventually lose both -- the sacks by breakage, the wine by spillage."

The implications inherent in this old adage are easily adapted to today's educational practices. An innovation, no matter how new or useful, will be wasted if placed in the same stultifying atmosphere that has caused so many students to be lost heretofore. The institution itself will also suffer if it is not prepared to accept principals which are only new in the sense that they are waiting to be inaugurated.

The following three sections will be comprised of (1) certain needs, (2) some approaches and (3) a few procedures that may aid the teacher in the development of this program.

1. This type of program has some basic needs:

    a. Empirical evidence must be gathered. This may be in the form of a journal or weekly report, or even random notes jotted down to be studied at a more leisurely time.

    b. Available resources must be made use of more efficiently. This would include:
        1. Title III
        2. The reading center
        3. Special Education
        4. Teachers of other subjects
        5. Teacher aids

6. School personnel
    a. Nurse
    b. Psychologist
    c. Counselors
    d. Social worker
    e. Any personnel that will aid you with this child.

2. This department will use a multi-media approach as its focus on content. This does not imply a traditional one-way street in which a teacher becomes a hired clown or buffoon to entertain or cajole a student into learning. That type of education is dubious at best. The student in this program must be impressed with the fact that there is responsibility on his part, and that failure to live up to this responsibility will result in just that -- failure. This increases the task of the teacher, of course, since he now will have to be alert to the specific needs of each and every student; and the argument that it cannot be done must not be allowed to infect the concept that it can be done.

   To summarize this concept, some of the methods that might be employed in this approach have been arranged in two columns. The columns are headed INPUT and OUTPUT, the former designating what the teacher may use as a tool for teaching, and the latter to indicate how the student may illustrate his grasp of the subject matter.

INPUT	OUTPUT
BOOKS	Written papers
TAPES	Tapes
FILMSTRIPS	Projects (Musical,artistic,etc.)
MOVIES	Speeches
FIELD TRIPS	Dramatic Skits
	Tests or Quizzes

   The approaches used may be, for the teacher to use any of the options of any of the materials mentioned in the column labeled INPUT, or any of the other myriad sources available to teachers for instructional purposes. The corollary to this approach is that a student may elect to use any of the material mentioned in the column labeled OUTPUT to illustrate his grasp of the material covered. If he chooses a method not mentioned, this would be acceptable with the consent of the teacher.

3. There are certain procedures that should be kept in mind and followed to insure the success of the program that is being developed here at Maine South. Some of these procedures are:

a. Identify the student's needs.
    1. His reading ability.
    2. His perceptual problems, if any.
    3. His adjustment problems, if any.
    4. His emotional problems, if any.

b. Provide work daily with options for either expansion or substitution.
    1. Assign a daily grade contingent on the work assigned.
    2. Establish a continuous record of progress that is accessible to the student and the teacher. (See attached Grade Sheet)
    3. Keep assignments "ambitious" with a constant awareness of the student who will need an adaptation.
    4. Provide a sense of responsibility to make up any day's assignment missed, with little or no penalty factor. (See attached instruction sheet for an individualized English class)

c. Keep students aware of options. This will help in identifying any motivational fanatics or delinquents.

d. Encourage the use of aids - (See 1,b of Section 1.NEEDS.)

e. Encourage group activities - allow students to teach each other.

f. Make allowances for quiet independent study. (N.B. This may be worked out later when some arrangements I have pending are ironed out.)

g. Use, at least in the beginning, a modified version of the curriculum for "regular" English. This can be altered daily depending on the needs of expressed wants of the students.

h. Remember: If a student fails a remedial course, he is PSYCHOLOGICALLY DEAD. Teach through success whenever possible.

i. These classes are not for the benefit of your ego. The results will take care of that. Patience and kindness and firmness are necessary, know when to use them. Your responsibility is that of a teacher, not a policeman.

j. Your goal should be one of two aims:
    1. Be so efficient that eventually every student will "graduate" from "L". or
    2. Create such a program that every student and parent will want to be associated with it.

APPENDIX B

Instructions for Individualized English Class #1

1. You will be expected to come to each class prepared to do some work.

2. You will be given an assignment each day. This assignment will entitle you to a grade of "C: since it is the minimum requested.

3. If you decide that you do not want to do the assignment that the teacher gave you, you will then be given three choices:

   a. You may substitute your own assignment with your teacher's approval.
   b. You may request another assignment from the teacher.
   c. You may do nothing. This is permitted only on the condition that you do not disturb any other member of the class. You have your rights and they have theirs and you will not be permitted to disturb theirs any more than they will be permitted to disturb yours.
   You will receive a grade of "F" for that day's work since that will have been all you earned.

4. After you have completed your assignment, get the answer key and check your answers. Make sure that they are all correct. You will not receive a higher grade for a 100, but you will have done a better job and you will discover that your work will improve as you progress.

5. Return the answer key to its proper place. Remember that someone else will need it very soon. If everyone keeps this in mind, there will be few difficulties for anyone. You are in charge of your own work.

6. Show your assignment to your teacher. He will look it over and make the necessary comments on it. He will also tell you if you should work on a particular area in which you showed difficulty.

7. If you wish at this time to do some extra credit work, speak to your teacher about it. Once you have his approval, and his suggestions, you may then proceed to earn a higher grade.

8. Now, return your assignment (the standard assignment for the day) to your folder. This will help you keep a record of your own work. This is very important because if you are not improving and your teacher doesn't notice it, you should be

ready to tell him. Then he can give you some exercises to improve the weak area.

9. Go to the grade record sheet and record your grade and comments on it. Also, write the date of the assignment down on it.

10. You have now completed one day's work. If you will attack the school year one day at a time, you will find that a great deal of success has been realized by yourself. The teacher is there to help you, use him when you have difficulty. Keep this sheet of instructions in your folder in case you forget what to do.

APPENDIX C

INSTRUCTIONS FOR THE GRADE RECORD SHEET

1. Complete whatever assignment you or the teacher had chosen.

2. The following day or as soon as possible, have your teacher check your work and place both a grade and his comments on it. Sometimes, because of a crowd or some other activity at the time, you may have to wait a day or two to get your grade. It is better to wait and get honest grades and comments than to rush and receive verbal garbage, however nice it may sound.

3. Get the folder that contains the grade record sheet and very carefully, record the following three items:

    a. Your grade. This will go in the small box on the left-hand side.

    b. The teacher's comments. This will be whatever the teacher had to say about your work. You may not agree, but it is a method for comparison. These comments are just as important as the grade, if not more so, since they tell so much more. These comments will go on the right-hand side of the small box for the grade.

    c. The date. This will go on the extreme right-hand side of the paper and will hopefully provide some type of a historical perspectise to all your work.

4. Return the grade record sheet to its folder. This is very important for obvious reasons, the chief one being - if it is lost, you and the teacher will have to figure out your grades and it will be his job to challenge you on whatever you try to pass off on him. It's better to stay with your own grades.

5. At the end of a grade period or at any time during the grade period, you will be able to compute your own grades from the grade record sheet. A numerical score will be given to each grade and you can convert the letter grade to that score, add the figures and divide by the number of grades. The result will then be converted back into a final grade or a grade check on how well you are doing. Below is an example of how this would work and also how to round off an uneven answer.

Example:

GRADE	COMMENTS	DATE	CONVERTED SCORES
C	Good	9-6	20
C	Good	9-7	20
D	Poor	9-8	10
F	---	9-9	0
C	O.K.	9-10	20
D	Poor	9-13	10
C	O.K.	9-14	20
F	---	9-15	0
			100

DIVISION

$$8\overline{)100} = 12 \text{ R-4}$$
8
20
16
4

Rounding off

$12\frac{4}{8} = 13$

Reconversion

13 is less than 15 which is halfway between 10 and 20. 15 would be equivalent to a "C-" . Therefore, the reconverted score is a "D+".

APPENDIX D

A BRIEF SUMMARY OF SUGGESTIONS INVOLVING THE TEAM CONCEPT OF ENGLISH L AND THE READING CENTER

Much can be and has been said in the past about the needs of education. The topics range from more funds to more personnel to more room and more materials. While these points remain quite prominent and important, we shall try to limit ourselves to the subject of what can be accomplished by an alliance of the English L department and the reading center with the present staff and the available materials.

The following are a few suggestions for a well-rounded, individualized, approach to students through the joint cooperation of these two departments:

Suggested English L procedures:

1. Wherever and whenever possible, identify students in need of developmental reading and provide them with an acceptable time and adjusted program to take advantage of the services offered by the reading center. This could probably be done on a one day a week basis or as often as the director of the center felt was needed.

2. Wherever and whenever possible, identify students in need of remedial reading and provide them with released time to take advantage of the services offered by the reading center. Depending upon the extent of the deficiency, this could range from a full release from English until the deficiency has been remediated to a part-time release, to a one day a week situation similar to that of the developmental program. This situation would also be best determined by the director of the reading center.

3. Provide background material on students when such material is necessary for the formation of an individualized program.

4. Establish and maintain a firm attitude of respect for the reading center. If necessary, representatives of English L should make themselves available to maintain a proper learning environment if such a need should arise.

Suggested reading center services:

1. Provide developmental reading programs for those students in need of them.

2. Provide remedial reading programs for those students in need of them.

3. Determine readability scores for books on various reading lists. This would help a teacher in determining the proper point of instruction for each individual student.

4. Provide suitable vocabulary lists for each selection listed that the reading center feels would cause difficulty for a slow or an average reader.

5. Establish study guide questions and discussion questions for use in limited seminars.

6. Make up multi-level ability tests on the works noted on the attached pages to provide for the individual differences that will be found in every class.

7. Provide adequate reading lists based on a topical or thematic foundation to be used as a back-up to any program being offered in English L. This could be worked out with the library, but the final voice should be the reading center since it will be a matter of instruction.

The tasks outlined in the above suggestions seem monumental at first glance, but are actually activities in which the reading center has been involved in for years.

Also, as material is gathered, it should be stored for easy access and a class library instituted with easy availability of materials. Subject to further discussion, this is one approach to a closer and more workable union of English L and the reading center.

ALTERNATE ASSIGNMENTS FOR 2/5

1. CREATE a comic strip showing two characters. One should be a happy-ge-lucky type of guy and the other should be a "poor soul" or tragic kind of person. The characters may be male and female. This assignment may be continued for the rest of the week with a new episode each day.

2. If you think that you do not have enough talent in art (it doesn't take much) to do number one, then you may wish to write a short story about these two people. If you wish, thiss assignment may also be continued for the rest of the week with a new episode each day.

3. Spring is coming. Right now, we are near the end of Winter and these two seasons mean different things to different people. Try to relate in a poem what these seasons might suggest to a person.

4. Continue with the Continental Press sheets.

5. Choose an independent assignment, but be sure to clear it with your instructor.

For Accelerated Students:

On the basis of what you have discovered from your first diagnostic test (page 4 in Warriner's - either 1) request some additional exercises on those elements you found you needed help with or 2) if you feel that you have mastered that particular problem, write a short theme, concentrating on that area. For example, if you had difficulty with adjectives, use a lot of them in your theme. Vary them so that you do not keep using the same ones over and over again.

If you had difficulty with pronouns, include as many of them as you can in your paper, but remember, "Every personal pronoun must have a noun in which it can relate back to."

The main concern with this paper is not how well you can create a story, but rather how well you can use the tools which you have just acquired. This does not mean that you should ignore all other phases of grammar.

ASSIGNMENTS FOR 2-10

1. Choose a short story to read in class and then request to be tested on it. Your grade will be a "C" but how well you do on the test will determine what the comments will be. The test may be either oral or written.

2. Participate in a seminar. The topic for discussion today will be the movie, "The Stringbean Plant". If there are any other suggestions, additional seminars may be considered.

3. Today's oral reading assignment will be to begin the novel "Hie to the Hunter". A group of five or less will be set off from the class in much the same way as the seminar groups. This novel can be found in the Ace Kits.

4. For an individual reading assignment, Shane is suggested. This is an exciting adult western novel that should interest both girls and boys. For those students who choose to read this book, there will be a discussion group on Wednesday for the first fifty pages. In this way, you will be able to help others who are having difficulty with vocabulary, concepts, or even just the story itself. In order to achieve your grade of "C: for each day, until you finish the story, be sure to record on a sheet of paper the number of pages that you read each day.

5. Continue with three more units of the Continental Press materials.

6. Choose an independent study assignment. Be sure to receive clearance from your instructor before you begin this assignment.

For Accelerated Students:
Begin the novel Shane and complete the first seventy five pages by Wednesday. Be prepared to be quizzed at any time. If you prefer to work on grammar in class, see Mr. Dervin or Mr. Fitzgerald for help. You will be held responsible for reading the required number of pages in any case.

SUGGESTED OPTIONS FOR 2-14

1. Continue with the oral reading or begin an oral reading assignment. This is not intended to be a semesters work, but rather just one assignment in a series.

2. Using adjectives as your focus, write a three paragraph essay. In this essay, you should concentrate on using the best adjectives you can to describe, limit or emphasize. To do this assignment correctly, you will have to think your assignment through and write carefully so that your sentence does not sound silly.

3. Continue with the silent reading assignment. The same instructions hold true for this assignment as for the oral reading assignment.

4. Continue with the Continental Press materials.

5. Create a crossword puzzle using only antonyms or synonyms (opposites of words of similar meaning).

6. Read a short story or a novel. If you have finished one recently, do not talk yourself into taking a break, but rather, keep up the good work.

7. If anyone is willing, form a group in which one person will be a "reader" and will read to the rest of the group. The story should be of the short story variety. This is similar to the oral reading assignment, but is different in the one reader approach.

Accelerated Assignment:

If you have been faithful about doing accelerated work, you should be finished with both the novel: Shane or a reasonable substitute, and the beginnings of the grammar exercises. You should review what you have covered up to now so that you may demonstrate what you have learned on a test.

BASED ON THE MOVIE "CHEAPER BY THE DOZEN"

ASSIGNMENTS FOR 2-20

1. Design a set of costumes that are representative of the 1920's. Try to be as precise on this assignment as you can. If you need some help, see your instructor about sources to get this help.

2. Devise a set or list of vocabulary used during this time period. These will be the slang terms used most often by the kids in the family. If possible, try to translate these terms.

3. Be involved in a seminar discussing this family and the influences that came to bear on them and how they reacted to these influences, and what influences they were able to bring to bear on others around them.

4. Get the book Cheaper By The Dozen and read it. You should enjoy it more now, since you know the story.

For Accelerated Students:

This movie was done in series of segments and was pieced together by the method of a narrator. Using this technique, write a short story, or a short play about a day on a prison farm. If you don't like prison farms, substitute another setting for your tale.

ASSIGNMENTS FOR 3/3

1. Join a seminar group and use as the basis of your discussion, the topic "What is a paragraph and are there different types?" In order to discuss this subject intelligently, you will need some resources such as the handbook on English grammar and composition or the book Better Paragraphs or some similar aid.

2. If you are already familiar with the paragraph, you may wish to move on and do some exercises involving paragraphs. If this is so, then you should become an expert on one of the following types of paragraphs.

    a. exposition - this means "explaining."
    b. definition
    c. comparison
    d. contrast
    e. combined comparison and contrast
    f. Anology - these are statements that the relations between certain things are like the relations between certain other things, i.e., "The mayor governs a city much as a captain rules a ship."

3. Substitute an independent study project for any of today's assignments.

4. Contninue with your oral or silent reading assignments.

5. Begin an oral or silent reading assignment. For instructions in how to go about this particular type of assignment, see one of your instructors.

6. Read and determine if a short story would make a good tape for the easy reading library presently being built.

For accelerated students:

1. Continue with the seminar "Verbals and their amazing influence on the world around us."

2. If you are an aggressive English student and you want to embarrass your English teacher with how much you know, then check assignment number three and do all of the types of paragraphs listed there.

3. Check the approved reading list on the bulletin board in the back of the room and begin reading one of the stories mentioned there. Your instructor's suggestion for today -- try some poetry and read it slow. You may discover that you like it.

ASSIGNMENTS FOR 3-10

The reason for the existence of "English" is the rather obvious need for communication. Paul Newman stated in a movie rather recently, that what we have here is a "failure to communicate." The results of that failure were disastrous. An even greater failure would occur if we had a failure of a need to communicate.

Speaking is only one system of communication. A careful person can think of many ways to convey a thought other than speaking. This might be done by movements of the hands, or a facial grimmace or even by an aggressive action. This week we are going to concentrate on the different methods of communication, beginning with writing. In the meantime you can think of other methods of communication.

1. Become involved in a seminar and use as your topic of discussion the different methods of communication.

2. How is writing used to communicate? Explain this in an essay. If you need more time than this class period, take it home tonight.

3. What are some of the famous written documents? Explain why they are famous. Do this in a written method.

4. Is there a need for history? Think about what we know of the prehistoric (Historic?) times and give arguments either for or against this need.

5. Continue with the reading and the taping of the easy-reading library selections.

6. Substitute an independent study assignment for any of today's assignments. Be sure to receive a clearance from one of your instructors.

FOR ACCELERATED STUDENTS:

1. Write a theme about communication and in this theme describe the need for communication and how this need can be remedied.

2. Write a theme about the various types of communication be sure to describe each one completely.

3. Continue your seminar on verbals and grammar.

ASSIGNMENTS FOR 3-13

Marshall McLuhan has spoken about "hot" or "cool" media. By this, he meant all printed matter would come under the heading of "hot" because it had an effect upon the reader. The reader therefore, was a passive participant in the message being delivered.

By "cool" media, McLuhan was describing any media that involved the receiver, such as television. This type of experience or types, as the case may be, were much more effective in delivering a message.

Since Marshall McLuhan has been summarized by many in the brief statement that the medium is the message, the focus today will concentrate on what medium IS the message to you.

1. What is your opinion of the categories of "hot and "cool" media as described by McLuhan. Write your answer in such a manner that everyone will be able to understand you.

2. HOW influential is television on the lives of people today? There is still a large segment of the population who remember the days when there was no television. Try to be objective in your analysis.

3. Is there a difference in preparing a radio program like any music program you hear on WLS; and a T.V. program like AMERICAN BANDSTAND? What are these differences?

4. If people are more involved in a "cool" medium such as television, then what is the impact of any sex or violence portrayed on television? Does the viewing of the war in Viet Nam have any effect (either for or against) on the nation's viewers?

5. If you have begun an assignment this week and have not finished it, but you would like to do one of today's assignments finish your original assignment and save today's assignment for later.

6. Substitute an independent study for any of today's assignments. Be sure to receive a clearance from one of your instructors for any independent assignment.

FOR ACCELERATED STUDENTS:

1. What is meant by the statement that "the medium is the message?" Explain fully.

2. Continue your seminar on verbals.

3. Write and produce (tape it) a radio program of your own choosing. This may be a newscast or a soap opera or an interview (talk) show or whatever. Do a good job and if you need assistance, see one of your instructors.

OPTIONS FOR 3-20

Today and tomorrow will conclue the official time we are allotting to the two concepts of beauty and truth. Hopefully, you will continue to explore these two ideas along with the many others you have experienced in your lifetime, for many years to come. This is just the start. From the ideas you have developed and from the ideas you have received from others, your understanding of humanity will increase until you are a beneficial member of the community in which you live.

1. Name the various ways in which beauty affects your life. This will be quite a few so take your time and think it out before you rush into the assignment. Physical beauty is just one form. THINK ABOUT IT.

2. Courage is a very elusive ingredient that many people claim to possess but find it almost impossible to define. Make a list of synonyms (words of similar meaning, e.g., bravery) and antonyms (words of opposite meaning, e.g. cowardice) and see how they compare to each other.

3. Find a story that deals with either one of these themes and read it.

4. Write a poem about a person or just the qualities of beauty or courage and read it to a seminar. This will help you to determine if you are getting your message across.

5. Draw a cartoon strip showing these qualities, beauty and/or courage. You may use either the series of panels type or the single panel with a caption type.

6. Make a tape of a skit that you and a friend or two can write. Beauty or courage should be the central theme.

7. Make a tape of some short story or poem (we don't have any poems on tape yet) or short novel. They should deal with courage or beauty.

8. Substitute and clear with your instructor, an independent study assignment.

FOR ACCELERATED STUDENTS:

1. Become involved in your seminar about verbals and diagraming. Today, we should conclude the sections on infinitives and participles and move on to gerunds.

2. Either continue with your research paper or begin one. You may use any of the historical figures mentioned yesterday or you may substitute another.

3. Write an essay using the theme, "Courage is old-fashioned". This may be difficult for you, particularly if you don't agree, but work on it.

4. In the year 2500, the concept of beauty, as we know it now, will have changed completely. Discuss this in a theme.

OPTIONS FOR SUPER ACCELERATED STUDENTS:

1. In keeping with the two themes of beauty and courage, the following assignments are being offered to students who would like to do something a little bit unusual.

   The choices that are to be offered to you are classics in the field of literature and have proven themselves over the centuries. If you have never read one of the Greek plays or Shakespearian dramas, it might interest you to experiment with one of the following assignments.

1. Read the play Oedipus Rex. There is a strong element of tragedy involved in this play. You should be able to find many elements of courage and beauty in a classical sense. When you have completed the play, see one of your instructors and he will either give you an oral test or a written test if you prefer.

2. Read the play, Prometheus Bound. When you have finished this play, discuss it in a seminar if there are one or two others who have read it also, or do the same as number one.

3. Read the play, Medea and either take a written or an oral test, or discuss it in a seminar or write an analysis of the play.

4. Read the play, and if possible, see the movie Romeo and Juliet.

STUDY GUIDE II: OEDIPUS REX

Essay and discussion questions

1. Why is it important to know the legend before the play begins? What does the priest tell of present conditions in the city? What kind of leader does the situation call for? Before the play begins, what has Oedipus done? Locate the references to support your answer. What does this reveal about the character of the man? Is oedipus this kind of leader? Is Oedipus a heroic character? Support your position.

2. What importance to the play is Oedipus' decision to have Creon give the oracle's reply in public? In questioning Creon, what trait does Oedipus reveal? What does Oedipus do as a result of the information that Creon brings?

3. How does the decision to send for Tiresias influence the plot? In his questioning of Tiresias, what additional character trait do we discover in Oedipus? Note especially the speech on p.27. What is his reaction to what Tiresias tells him? What accusations does he make? Why?

4. What does Jocasta's speen on p.50 reveal about her attitude toward religion? Oedipus' speech on p. 66-67? How are they similar? What other references by them do you find in the play which support your inference?

5. When does Oedipus turn from interest in finding the murderer to interest in learning his own identity? In what sequence does Oedipus learn his fate? How does Oedipus react to the revelation of the shepherd?

6. What is the ultimate irony of the play? List the plot episodes and show how each results from the preceding one except in the arrival of the messenger from Corinth.

7. How is the play unified in terms of time, space and character? How do these refer to spiritual or to intellectual blindness?

How do they relate to the interpretation of the play?

8. How does the phrase in *medias res* relate to this play? What are two important roles played by the chorus?

9. Take notes on each of the prophecies and put down exactly what is predicted about Oedipus' life. What in the play is not predicted about Oedipus? Since the play proves the truth of the prophecy, how can Oedipus be said to have acted as a free agent with a free will?

10. Apollo is the god of light, of the sun, of intellectual achievement, the god who controls disease and health. Analyze Oedipus' relation to these aspects of Apollo.

11. When one knows the Oedipus legend, most of what Oedipus says before he finds out the truth about himself is ironic. Examine the play to find five incidents that support this statement and explain how these passages are ironic.

12. Who appears to have controlled destiny .. Oedipus and Jocasta, the prophecy, or the gods?

STUDY GUIDE I: OEDIPUS REX

The following plot questions will give direction to your reading of the play. They will help you discover principal events and important details.

1. In the beginning, what clues do we get to Oedipus' character?

2. What faults in his character are revealed as the play progresses?

3. How is Creon related to Oedipus?

4. According to Creon's report, what was the cause of Thebes' misfortunues?

5. Upon what gods does the chorus call in its prayer for help for Thebes? Why is each one significant?

6. Oedipus' proclamation sets what form of punishment for the murderer of Laius?

7. What is Oedipus' reaction to Tiresias' prophecy? Does he believe it?

8. Whom does Oedipus blame for the supposed plot against him?

9. What, says Creon, are his reasons for not wanting to be king?

10. What is Oedipus' physical defect? What caused it? How does he feel about it? What does his name mean?

11. How and why had Cedipus killed Laius?

12. What seems to be Oedipus' chief reaction to the news of Polybus' death?

13. How does he think he might have been the cause of Polybus' death?

14. How does Oedipus interpret Jocata's reluctance for him to learn his true identity?

15. Why are Oedipus' children referred to as "monstrous"? For which of them is he most concerned?

16. According to Oedipus, what superhuman power urged him to blind himself?

17. Describe Creon's attitude toward the blinded Oedipus.

18. What final warning and advice does Creon give Oedipus?

19. How does each of the points of Tiresias' prophecy come true?

20. What moral does the chorus draw from Oedipus' story, at its close?

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A CONCEPT OF EVALUATION INVOLVING GRADES AND AN ABSENCE OF GRADES

The subject of grading seems to plague many educators for many different reasons. For some, it is an artificial sheen placed on an otherwise dull performance. To others, despite the cries of individualization, the grade is a marker on the racecourse to academic completion. The winner gets the best grade, those who place, the next best, those who show, and so on. Many substitute forms have been created with the idea of evaluating differently, but the end result seems to always result in a grade very familiar to all of us.

The opposite of grades, of course, is no grades. This brings to mind images of work done for its own sake, an increased desire to learn, a wholesome relationship between teacher and learner with the roles often interchanging, and sometimes even the reduction or elimination of punishment, detention, correction or motivational centers. With no grade to prod one on, success becomes its own reward, while failure only becomes another learning situation.

The point of this paper is not to praise one system or shout down another. Because of the complexities of students, classrooms, and instructional techniques, the answer to grading must correspondingly be complex. What is good for one student is not always good for another, even though this is often the prevailing attitude. Indeed, what is good for one student may not necessarily be good for that same student the following day. It shall be attempted here to show first, what the two basic systems are that were combined into one and secondly, how they were combined.

The topic of no grading in this section will be restricted to the absence of any traditional grades such as "A," "B," "C," "D," or "F," or any letters which denote degree or excellence, or any numerical values which correspond to the degree of success enjoyed by a student. Even the highly touted pass-fail system was removed from consideration insofar as it represented grading.

To avoid a vacuum where a grade once existed, this program employed a letter "C," which was loosely translated as "credit," although the designation was never formally presented as such. This "C" was a leveler or involvement indicator. It was given rather indiscriminately and showed participation by a student in an activity.

In certain instances, a student might choose not to become involved in an activity for whatever reasons. In this regard, no credit was administered and an "F" was utilized to indicate this fact. This "F" did not connote failure, but rather "no participation" and could be removed at a later time by making up work, or left standing as a measure of participation and non-participation.

To summarize this section then, a student involved in this class could be involved in sound academic pursuits all year and never receive a grade. He would choose activities that would be designated as "C" options, do them and be credited. No mark for quality, attitude, effort, or even capability for potential was given. Instead, the instructor relied on written comments, positive in nature whenever possible, interviews with the student, or just casual conversations. Involvement was the key in this instance, not arbitrary evaluation. Students and teacher were to work together. The teacher was to be a resource person, not a demi-god. If a student could perform best in this type of environment then it was available and the teacher could then concentrate on the student as the focus of his instructional aims rather than the curriculum or subject matter.

The opposite of the system described previously is one in which a "Grade" is utilized to provide a scope or measurement or evaluation. This can be the letter, the number, or even the pass-fail system as long as it indicates criteria of a graduated system of evaluation.

It was the opinion in this program that a student who wanted to recognize with some hallmark other than a comment or note or verbal praise, should have some system of grading available to him. In this respect a system of trading utilizing "A," "B," and "C" was established. The "C" was the lowest grade given on any attempted assignment. By this method, failure was removed from the daily task of options and the student could then concentrate on the work at hand instead of the competition implied by failure.

The rationale for these particular systems was rather simple in design. It came more as a result of elimination than of specific desire. The pass-fail system was immediately rejected because of the narrowness of its range and the implication of failure having equal status with passing. Also, to pass meant little without adequate explanation and the no-grade system probably satisfied this requirement better. Numbers as a grade (90%, 85%, 70%) were eliminated since criteria for grades would have to be so rigidly established that a student's efforts would tend to become formulized rather than comparatively free and uninhibited. This left letters as a form, but restricted to only passing grades, "A," "B," and "C."

For the student, this system offered a sequential or plateau method of recognition of effort. Instead of becoming fixed at one level, the existence of "something better" was available. This "something better" was objective excellence in subject matter only. A dichotomy was established between the student and his work and evaluation became impersonal (as far as impersonality can ever be achieved in good teaching.)

For the teacher, this system offered another tool for motivation that was denied him in the prior system of no grades. He also had another diagnostic instrument at his convenience. If a student would opt for an accelerated assignment and do very poorly with it, this could serve as a preview for an educational program for him. A student who continually opted for accelerated grades without the potential or background for them should be counseled and helped in making more realistic choices for himself.

To summarize section two on grading, a system was incorporated that would allow a student to take advantage of "grades" without the "grades" taking advantage of him. These grades would be objective in design and sequential in nature, "C" being the lowest grade, "B" indicating a quality of work of somewhat above average, and "A" representing outstanding achievement for this representative age group, the high school student in this case. The teacher would also be allowed to enjoy the full range of his talents continuously by having various students work at various levels of difficulty (subject matter oriented).

Because of the insistence of school districts to have segmented time groups for the purpose of evaluation, then a response was required by the teacher to turn in "grades." At this point of time, it would become necessary to convert a student's marks, whether they would be "credits" or "grades" or "nonparticipation" marks, into numerical values and arrive at an average. This average would then be reconverted into a "grade" and the authority structure would be satisfied.

In conclusion, both of these systems previously described were incorporated into one class. Since there is rarely, if ever, a panacea for problems, the next best solution obviously would be the incorporation of as many of the available answers into one system.

The system just described was the result of that incorporation. For students who worked best without grades, a system without grades was available. For students who responded best to traditional evaluation, grades were offered. For students who literally chose to do nothing or to do work outside the range of the class interest, a nonparticipating grade was established that a student would give himself. Always the development of the student and the utilization of the teacher's talents were the focus.

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SUGGESTED FORM AND RATIONALE FOR CLASS ACTIVITIES

The presentation to be described here begins with the basic format for a week's activities. As it is stated, Mondays and Wednesdays are slated for lectures. This is not an absolute, but merely a model. A teacher might wish to use Tuesdays and Thursdays or any other combination that seems practical. For the purposes of clarity, I will refer to the scheme offered here.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lecture	Seminar	Lecture	Seminar	Independent Study

The above scheme illustrates the basic structure for a week's program. On Mondays and Wednesdays, the teacher would be responsible for presenting the basic subject matter material for the week. If this is done correctly and efficiently, two days should be sufficient. Interruptions by students should be kept to a minimum and their attention should be focused on the instructor or the instruction (the transparencies outlining the material being presented that particular day).

The presentation will feature the lecture system primarily, but should be reenforced with multiple media. Transparencies outlining the material being presented that day should be projected on a screen to aid the student in following the oral lecture. A tape recording should be made of the lecture for later reference. Pictures, graphs and any other A-V materials should be utilized to clarify the concepts being presented.

The student should be paying close attention to what the instructor is saying and/or the visual transparency being projected on the screen. He should also be taking notes on the lecture or copying the outline in his notebook which is his responsibility to have with him at all times. A teacher may wish to show the outline in its entirety or only a segment at a time. This will depend on the individual. A suggestion would be to only show that portion that relates to the lecture being given.

On Tuesdays and Thursdays the focus shall be on estimating how much of the material was digested by the students. This can be accomplished easily by having the students conduct seminars of the subject matter they have taken notes on. This procedure should also help to allay the fear that you lectured too quickly or your presentation wasn't clear enough. There will "always" be that student who did not understand or get the information. During this time you may help him. Whatever the procedures, the students should be involved with other students and helping each other to learn.

Fridays are reserved for independent study. On this day, the teacher may confer with individual students, help students with assignments, give tests or quizzes or just "catch up".

The responsibilities of all participants are easily delimited. The teacher should be responsible for a thorough intellectual grasp of the subject matter. The teacher should also, as a matter of course, be cognizant of the varied learning processes and be able to utilize them to meet the individual needs of each student. The teacher should, on Mondays and Wednesdays, have a well-prepared, well-integrated lecture. This lecture should be available in advance to forestall an interruption in the continuum if the teacher happens to be absent or called away for a meeting, conference or activity that involves his presence. Also, as was mentioned before, a tape recording of the lecture should be available for easy referral. On Tuesdays and Thursdays, the teacher should observe the student seminars and be available as a resource person. There are a variety of ways of conducting seminars and teacher should familiarize himself with these ways in order to facilitate each group's discussion.

The teacher will also be responsible for making a list of options for the student to choose from in order to meet his project requirements for the week. Finally, multiple tests should be available, both oral and written, for students to demonstrate their grasp of the material.

The student responsibilities are many and varied. In addition to the abstract responsibility of learning, the student should have and keep up to date, a notebook with notes on the lectures. In the event he misses a lecture, the student is responsible for hearing the tape or getting the transparencies and copying the outline. Doing both would be best.

An additional feature of the taped lectures is that a student who has failed to grasp a significant amount of data from a particular week or section, can go back and review. He may then take another test and in this way proceed at his own rate (breaking the lockpace system) and not hinder the class.

Suggested Form and Rationale for Class Activities

On Tuesdays and Thursdays, the student is responsible for the free exchange of ideas and participation in group discussions. He is also responsible for deciding during these four days on a project for the week. This should be a realistic choice insofar as his own abilities, interests and available materials are concerned. In the beginning, this choice may have to be made in concert with the teacher, but the teacher should be aware not to become a crutch for the student.

On Fridays, the independent study day, the student may either take a quiz, a test, give a report or begin a project that is due the following Friday. He may also have an interview with his instructor to determine his progress or status and also what steps need to be taken to improve or continue this position. Ideally, many or all of these activities will be taking place on this day that individual responsibility or initiative can begin to be encouraged.

Projects may take many forms. The standard forms are, of course, utilized, such as writing papers, doing book reports, making oral reports or doing research themes. In addition, students should be encouraged to do art work, such as cartoons, drawings, political cartoons, sculpture or painting or costume designs, musical projects such as lyrics for songs (sociological poetry?), styles of music, as well as dress and habits of certain periods, making of tapes, enactment of skits or any procedures that will demonstrate a knowledge of the milieu that is the focus of study.

Grades are an individual cross to bear and a philosophy of success or failure should be determined in advance of the implementation of any program. This should be discussed with any other key personnel involved with the program and school policy should be considered in the final decision.

102A - Dick Dervin

MANUAL FOR

THE DERVIN EXERCISES

FOR

ALLIED LEARNING SENSES

(D. E. A. L. S.)

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CHAPTER I

I. THE PROBLEM

This year a program of study was inaugurated to aid in the relief or remediation of certain learning difficulties at Maine South High School in Park Ridge, Illinois. These learning difficulties were often manifested in low achievement, improper behavior patterns and/or a defeatist attitude toward school in general.

After trying unsuccessfully to gather instructional materials together for use at the high school level, it soon became obvious that the great majority of items were either designed for much younger children or were bland, intellectually unappetizing fare.

Statement of the problem. This lack of material for use at the high school level prompted the development of _The Dervin Exercises for the Allied Learning Senses_. The initial problem proved to be a multiple one. The instructional material had to be interesting, challenging, self-evaluating, and appeal to as many of the learning modalities as possible.

An additional factor was necessary. This was the factor of teaching through success or "educational therapy."[1] Because of an almost continuous series of failures in school oriented activities, a student using these exercises should have been able to develop a better self-image of himself as a learner.

__Limitation of the study__. Because of the scarcity of material, it was necessary to draw upon the experiences of psychologists and language specialists in addition to the special education writers for the clues or guidelines to follow in the development of these exercises. Except with minor stylistic variations, the views lacked a wide variance in attitude, methodology, and findings. Also, material dealing with multi-sensory approaches for students of this age group, the high school student, was found to be almost nil.

Another limitation was the lack of standardization of the exercises. Time prevented this feature, but need has been given priority in the future.

CHAPTER II

SURVEY OF THE LITERATURE

In the attempts to localize and remediate a learning problem, it has been found in all too many cases that the problem has not been a neat, little fault that could be remedied with a single effort. On the contrary, the problem seemed to be multiple, with each problem creating or lending strength to another. Doll has referred to this phenomena when he stated that the evidence has increased to indicate that exceptional children usually have more than one kind of disability. These disabilities have been referred to as primary, secondary, or multiple.[2]

Because of the sheer complexity of the learning processes and the vast numbers of areas that are affected by even one item of information, it has become easy to see how the element of carry-over may affect learning problems as well as learning. Witty has described some of the abilities and skills that require further refinement or development in the area of communication. In general these areas are to develop comprehension, reading to remember, associating ideas and materials, and organizing ideas and materials.[3]

Because of the vast range these areas covered, it became the view of the author that instead of a complex series of exercises, each trying to build or strengthen one or two areas, one set of exercises should be developed to incorporate all of these features. This was the foundation then for the Dervin Exercises for Allied Learning Senses or more simply, D. E. A. L. S.. This package of four exercises would then take into account all of what Witty had expressed a hope would be further refined or developed.

1. To develop comprehension. By listening attentively and relating to a different medium (printed cards) a simple yet effective demonstration of comprehension was provided. Later, when the student would rearrange the cards into meaningful clauses, a further test of comprehension was provided.
2. Reading to remember. By providing cue cards with the words printed upon them, the student was able to utilize this phase of communication.
3. Associating ideas and materials. By listening to a complete recitation of the stanza and studying any unfamiliar words, the student was able to associate the ideas gained from listening to the tape and reading the printed cue cards with his viewing of the random cards stacked in front of him.
4. Organization of ideas and materials. Having decided upon a course of action and with a limited amount of help from the instructor, the student must organize

what his mind has told him is right and what the sentence composed of different words has told him.

Sochar has stated that listening and speaking are basic to understanding visual symbols.[4] To implement this view, the author established the listening to the tape as a primary requisite for the reception of clues and the reading aloud of any completed sentence for either reenforcement of learning or to more easily recognize a faulty sentence construction.

Because of the necessity to associate meaning with a visual symbol and the equally important need for the meaning to be appropriate, the author used a poem for the basis of his exercises rather than just random words so often found in vocabulary lists. In addition, the student was always kept aware of what he was doing, i.e., constructing a line in a stanza of a poem.

Because of the tendency for students of high school age who have probably experienced a great deal of failure, to quit on an attempt as soon as it appeared too difficult, these exercises were designed to graduate in difficulty, with the first set being somewhat easy. Sochar has corroborated this view by stating that, "The ability to manipulate a few simple tasks precedes the ability to manipulate many complex tasks."[5]

I. PROGRESS FROM AREA TO AREA

Reger, et al, has commented that to progress from the area of verbal language into the next area, reading, a greater awareness is needed of abstract relationships. One of these relationships would have had to be, relating the spoken word to the written word.[6] Once again the author tried to facilitate the process of development by incorporating into his exercises this graduation of skills. A difficulty of relating to the spoken word, the pre-requisite, may have been determined by the instructor closely observing the student while he listened to the taped instructions. If no obvious difficulty was apparent, then the instructor and the student could progress to the next area, that of defining any possible unfamiliar words. It should have become clear in this phase if the student had any grave difficulties with interpreting spoken language. If the instructor had determined that the student had a problem with either acuity or perception in respect to spoken language, then the validity of the succeeding exercises would have had to be questioned. If there was no apparent difficulty (the instructor should have avoided the possibility of the student reading his lips), then advancement to the area of the specific exercises was then in order. This test was a modified version of an articulation test used by G. A. Miller.[7]

II. AUDITORY-VISUAL INTEGRATION

> "In a reading readiness program, auditory discrimination is a significant phase in preparing the child to become more aware of his surroundings. This, in turn, assists in his mobility which permits more concept-building experiences."[8]

The preceding quote by Bluhn has been proven reliable for the pre-school and early school age child, but its application to the student of high school age has been largely ignored. The significance of such skills, auditory discrimination, environmental awareness and concept-building has been respected. The ability to coordinate what one sees with a name or description has been basic in any communication program. Miller has explained that every communication must have a source and a destination separated by a measure of time or space.[9] This view by itself, would have necessitated an instructional technique that would have concentrated on the auditory-visual, or auditory or visual modes of learning. This view, by itself, would have necessitated a careful observance of the high school age student as well as the grammar school age child.

It was the opinion of this author as well as deHirsh, Betts, Witty and others, that listening skills played a vital role in the development of reading. Nichols has believed that there is a rather widespread inability to listen and that behind this inability is a fault in classroom instruction. He (Nichols) claims that we have focused upon reading as the primary medium of learning and have practically forgotten the art of listening.[10] With this caveat in mind, the author concentrated a great deal of attention upon the student having to discipline himself in the art of listening. Unless the student paid careful attention to the tape as it dictated either instructions of words and made sure his attention did not wander, an error would inevitably occur. This fact held true even into the last set of exercises.

A further warning seemed to be in order concerning the ability of students doing the exercises. The danger of overestimating a child's potential was as great as underestimating it in other situations for as Nichols has said, "We have assumed that listening ability depends largely on intelligence, that 'bright' people listen well and 'dull' ones listen poorly."[11] To determine if any learning had taken place, the instructor was cautioned to use as a determinant the ability to associate. This was illustrated by the student after he had listened and completed the kinesthetic requirements, when he was supposed to rearrange the words into meaningful patterns.

III. THE FACTOR OF ASSOCIATION AND MEMORY

Luria has stated that speech modified perception and allows the working-out of a system of stable, differentiated associations.[12] The problem of association has reappeared often in educational situations. It has been referred to also as a problem in memory or in relationships. Piaget has stated that a memory-image is not a prolonging of ones perception. Rather, ". . . it seems to act in a symbolic manner so as to reflect the subject's assimulation 'schemes,' that is, the way he understood the model (. . . 'understood' and not 'copied' which is an entirely different thing.)"[13] Since memory has been known to be imperfect, the ability to associate has relied on the reliability of memory. Therefore any exercises that were to develop association almost of necessity had to improve the demands on memory.

Mackey has described memory as ". . . not a reservoir of past events. It is rather an adjustment between past impressions and present demands."[14] To compact this adjustment into a brief time period, usually no more than twenty or thirty minutes, the author tried to create or recreate a demand on the memory or associative powers of the student that would hold him in good stead after he left the exercises.

CHAPTER III

AN ASSOCIATION WITH READING

Because learning difficulties have appeared so often in the reading performances of a child, it was commonly held that reading was the crux of all of the learning problems.

It has only been recently that this view has been looked at as somewhat erroneous. Ashlock, Johnson and Myklebust, Kephart, Roach and Kephart, and others, have held that what appeared to be reading problems were primarily symptoms and that the correction of the deeper problems often showed a significant gain in the area of reading.

Since these exercises were intended primarily to relieve certain learning difficulties, it followed that reading might also be positively affected. Upon investigation it was found that reading was directly affected and in addition, in a very beneficial way, i.e., being taught by a variety of methods rather than just one group method.

Reger, et al, has mentioned, to know that a child has difficulty with phonics only tells us what he cannot do at that level of functioning, but does not give us enough information to either help him learn phonics or learn how to read.[15] Therefore, if phonics has been a hindrance to the teaching of reading, then another method should have been used.

Also, as Betts has pointed out, "A substantial portion of children with reading difficulties do not have a system for the identification of new words."[16] To be effective, these exercises would have to take into account this area of weakness and try to remediate it.

Witty has advocated the provision of opportunities for oral reading for those who read as if they were practicing the pronunciation of each word.[17] This suggested two opportunities to the author of these exercises. One, to eliminate, if possible, the need for vocalization and two, provide a relevant method of oral reading for the student. The tape hopefully corrected the former by its speed and the students need to pay attention rather than vocalize. The opportunities for oral reading were provided when the student would read a particular line over for meaning or the entire stanza before recording it in his notebook.

These exercises were therefore intended to serve, in addition to the skill build-ups listed in Chapter IV, as a multidisciplined approach to the teaching of reading at any level.

By a multidisciplined approach, it was meant, an adaptation of at least three accepted forms of teaching.

1. The visual method.
    a. Employs context clues.
    b. Employs Structural clues.
    c. Employs configuration clues.

2. The auditory method.

   Teaching by the sight method was an important way to start a child to read, but soon this technique needed to be supplemented by other techniques. For the high school student, for whom these exercises were originally designed, many methods seemed needed.

3. A modified tactile-kinesthetic or a full tactile-kinesthetic approach.

   The modified approach has been explained in Chapter IV. If this method was found to be in need of refinement, then the full tactile-kinesthetic method could be employed, using a technique recommended by Fernald. In this method the teacher would substitute another card with the same word written on it, but in a rough substance so that the student could trace the word with his finger.

Complete avoidance of the rules was the rule since the student, who so often needed the rules the most, was least able to learn them. A personal system of word attack was subtly encouraged by the pressure of the tape recorder and the individual need to achieve.

One further word was needed about the use of poetry or nursery rhymes as the focal point of instruction. Poetry has been described as the best possible use of language and this author was inclined to agree. Also, the structure and appeal even though denied by older students who felt it's correct to be anti-poetry, was a large motivator in and of itself. It also was a perfect opportunity for a teacher who felt that he had to create, to create.

CHAPTER IV

RATIONALE

This was a set of four graduated exercises designed to involve and develop skills that were associated with the input of information into the mind, the storage of that information, and finally, the output of those fragmented pieces of information into meangful sentences.

The skills to be developed were multiple and they were, alphabetically:

1. Alphabetizing and dictionary skill buildup.

   Alphabetizing has been form of sequencing and dictionary usage has always been a basic in word attack skills.

2. Association skill building.

   The student was to perceive a group of unrelated words and be able to discern a relationship between them, i.e., a sentence.

3. Auditory discrimination.

   By listening to a word on a tape and then selecting a card with the same word written on it, the student must have exhibited an auditory awareness.

4. Auditory memory.

   This was achieved in two forms.

   a. The student must have listened to a set of instructions and followed them in a precise manner.
   b. The student must have listened to a word spoken on a tape and then have selected it from a group in front of him.

5. Tactile-kinesthetic.

   A constant reenforcement is provided through these senses by having the student operate the tape recorder, select the words, arrange the sentences, and transcribe the stanza to his notebook.

6. Visual discrimination.

   A student must have chosen a word from an alphabetized series of words, very often quite similar in length, appearance, and sound.

7. Visual sequencing.

   The student must have been able to exhibit his awareness of sequencing by alphabetizing a series of words and by arranging a group of words to form a sentence.

8. Vocabulary building.

> Using the Dale list of 3000 familiar words as a base, the student could be questioned on the meaning of any word not appearing on the list, e.g., an unfamiliar word. This involved the rather risky assumption that all students were familiar with the "familiar" words, but until it became necessary to change this view, the instructor should have proceeded in this assumption. If the student could not satisfactorily respond to your query, he then proceeded to a prescribed procedure (see Instructions).

Because these exercises were to be used with students with learning difficulties at the high school level, it was decided to use a poem for its rhymic qualities. It was also hoped to find one with a reading level of about fifth grade to facilitate the greatest students working with it. Using the Dale-Chall Readability Formula, it was decided that "And he's Not Telling" by Richard Armour, which had a readability score of 5.64 would be appropriate.

To determine a definite line of procedure for vocabulary building, the Dale list of 3000 familiar words was used. If a student did not know the meaning of a word (see Procedures) that did not appear on the list, he would include it in his list of vocabulary words to be learned. In this manner, a graded level of instruction was achieved as the student increased his readability level, since he would not have to repeat a word he already knew.

To assist in the development of the subject verb association, each subject was written in red ink and each verb, even when that verb was serving another function than the predicate, was written in blue ink. All other words were written in black ink.

CHAPTER V

VARIATIONS OF EXERCISES

Some variations that caused concern to the teacher using these exercises for the first time were noted. By no means were all variations listed here, only those which were felt to be representative of the exercises in general. The exercises were constructed with a certain amount of flexibility in mind and it should be with this thought that a teacher may react to any other variation as he sees fit.

One of the more frequently noted variations was the instance when the student stacked the words he had selected rather than laying them out in a line. If he did this, it was allowed, since sometimes room prohibited laying the words out in a line. In either case, the results were about the same. If there had been errors in selection, the student went back to the beginning of the package and repeated it. The now added ingredient of familiarity assisted the student in his second attempt. (See Procedures in the event of a situation where the student made a second or even third error on the same package.)

Another common variation was an arrangement that made sense, but was incorrect for the stanza. An example of this was the third line in the first stanza, (See Script) which, when phrased incorrectly, read,

"HE BEARS NO FUR AND HE WEARS NO CLOTHES."

When the student read his own work aloud, he should have found the error. If he didn't, he may have been aided by suggesting that the line might sound better if he rearranged it again.

Also, in line four of the first stanza (See Script), this arrangement may have been found,

"IT'S HARD TO DISTINGUISH FROM A HIM AND A HER."

A suggestion to rearrange the line for better meaning might have to have been made here, but a learning experience in sentence structure was provided.

In stanzas two, three and four, the same types of variations repeated themselves. The rule of patience and the allowing of the student to correct his own work whenever possible, prevailed. If it was noted that the student's frustration was approaching the breaking point, the teacher was to step in and make some appropriate comments. The design of these exercises was not to produce anger or frustration or defeat.

A situation occurred where a student has needed more visual assistance. In this particular situation, cue cards were provided to accompany the tape. In this manner, the student could view the words on the cards and listen to the tape at the same time.

The emphasis throughout these exercises was supposed to be: let the student do the work. The teacher was to step in only when there was a definite impasse reached, or when it appeared that the degree of frustration was overcoming any educational gains.

Spoonfeeding students was to be done for students who absolutely needed to be spoonfed. Otherwise, a feeling of responsibility could not be encouraged and one of dependency was encouraged. A sense of responsibility could not be implanted when the teacher was doing the work, or talking, or explaining, or just using up valuable time and effort.

CHAPTER VI

PROCEDURES

As in the case of variations, only the more prominent procedural points were selected to represent the exercises. There were other procedures, some that a teacher may feel more qualified to be entered here, but an arbitrary decision of inclusion and exclusion had to be reached and the following was the result of that decision.

The first procedural instruction was to have the student alphabetize the cards and place them in stacks before the review of unfamiliar words. Each new word constituted a new stack. In this manner, the student could reenforce his understanding of the word by looking at it in front of him.

In the discussion of the unfamiliar words which followed the stacking, the student was allowed a great deal of leeway in giving the definition, but the teacher was to be firm when he stated whether the word should be listed in the student's folder or not. His definition did not have to be of dictionary caliber, but it had to be a definition. If he could use the word in a sentence and explain it in context, this was fine. If the teacher used the word in a sentence because the student could not, and the student then explained it, he was to write the word in his notebook to be looked up that night or as soon as possible.

The same procedure held true naturally for cases of greater difficulty.

The instructor was to give the student as much help as he needed, but the instructor was advised to avoid being a blanket of assistance.

If a student made a second error or more by either omitting a word or by stacking the words incorrectly during the same package, he was to stop. The instructor then should have either gone back to the beginning, or have explained in his own way, since he understood the student better than the impersonal tape, or as a third choice, scrubbed the whole exercise and tried a more basic exercise. These exercises were graded for difficulty insofar as the student progressed, the length of the stanza increased, the speed of the dictation increased slightly, then the repetition was eliminated and finally the number of words to be remembered was increased. Other exercises have been developed to help the student with the basic alphabet or phonic sounds or even similar exercises of reduced difficulty.

The last two lines of the exercise were optional for the student. He may have elected to use the cards or write the words down on paper. In either case, the speed of the tape was not to be changed. The reason for not changing the speed of the tape was an arbitrary one in that the author did not see any educational advantage for doing so, and perhaps this experience would have proven useful in showing the student that he needed more work.

In trying to anticipate a question, the author commented on the rationale of having the student go through the motions of picking up the words for the last line of a stanza since they were the only ones left. This was done to bring the student to the next package with a feeling of success and not one of reluctance. The prime ingredient in this maneuver was the basis of educational therapy, "buildup."

A final procedural note was, after the student had successfully rearranged the words to make sensible sentences, he should have one stanza of the poem completed. At this time, he was instructed to copy the stanza into his notebook. The notebook may have been of any size or description or it may have been uniform for all students, whichever the teacher decided was better. There was emphasis placed, however, on the fact that the student was to make and keep some record of his activities and/or progress. The transcription of the stanza provided additional reenforcement to the development of the skills listed earlier.

CHAPTER VII

INSTRUCTIONS

1. The tape was prepared for operation. The teacher should have checked to see if it was the correct tape since there are similar tapes for different purposes.

2. The next step was to mention to the student that he was to be given some cards to alphabetize. He should have been reminded to arrange them for easy access. The student also should have left an area to stack or lay the cards out in a line after he pulls them. A 3' x 3' table was found to be ideal, but any reasonable facsimile was acceptable.

3. The unfamiliar words in the package to be worked on either that day or from a previous session, should then have been reviewed. These words were the underlined words in the script. If a student failed to understand a word, the teacher should then have explained the word and its definition in a brief manner.

4. The next step was for the student to enter in his notebook any words that he had difficulty with. These words should have been looked up that night in the dictionary or as soon as possible.

5. The tape recorder was then turned on and the student should have listened to the instructions. At the beginning of the exercises, it was the responsibility of the teacher to

operate the tape recorder. This involved being alert as to when to turn the recorder on or off to allow the student to proceed with the directions. After the student saw how the operation worked he should have then been charged with this responsibility.

6. After the package had been completed and the student had arranged all the words to make a correct representation of the stanza, he should then have copied the corrected stanza into his notebook.

7. After the student had copied the stanza into his notebook, he should then have picked the cards up in an orderly manner. In this fashion they were ready for the next student to alphabetize.

CHAPTER VIII

SCRIPT

The following is a transcription of everything that was said on the tape. The actual transcription has been typed in capital letters while the supplementary explanations have been typed in standard or lower case type. Each package has been labeled and supplementary explanations were given where they appeared to be appropriate.

THE FOLLOWING EXERCISE IS TO HELP YOU IN DEVELOPING A BETTER MEMORY AND ALSO TO AID YOU IN DECIPHERING A SPOKEN PUZZLE. I'M GOING TO RECITE A POEM. I WILL SAY THE ENTIRE POEM WITHOUT ANY INTERRUPTIONS. THERE IS NO NEED FOR YOU TO BE DOING ANYTHING NOW OR DURING THE RECITATION OF THE POEM. THE PURPOSE HERE IS TO ACQUAINT YOU WITH THE STORY.

(The entire poem was read here.)

"AND HE'S NOT TELLING"
BY RICHARD ARMOUR

PACKAGE 1

CONSIDER THE LOWLY, DOWNTROD WORM:
(CONSIDER, LOWLY, WORM, THE, DOWNTROD)

HIS WALK IS A GROVELING, SERVILE SQUIRM,
(IS, GROVELING, SERVILE, HIS, WALK, A, SQUIRM)

(Each stanza was repeated fully before each group except for group one. The words in parenthesis are in the order of delivery.)

HE WEARS NO CLOTHES AND HE BEARS NO FUR,
(HE, NO, FUR, WEARS, HE, CLOTHES, AND, BEARS, NO)

AND IT'S HARD TO DISTINGUISH A HIM FROM A HER.
(HER, DISTINGUISH, AND, IT'S, A, FROM, HARD, TO, A, HIM)

PACKAGE 2 (Beginning here, each package had six lines.)

THOUGH HE PASSES HIS DAYS IN TOILING FOR US
(DAYS, IN, THOUGH, US, HE, TOILING, FOR, PASSES, HIS)

BY MAKING THE GROUND ALL NICE AND POROUS,
(BY, THE, ALL, POROUS, MAKING, GROUND, AND, NICE)

WE EITHER ARE QUITE UNAWARE HE IS NEAR
(QUITE, WE, EITHER, NEAR, UNAWARE, ARE, IS, HE)

AND TREAD HIM INTO A DARK-BROWN SMEAR
(TREAD, AND, INTO, HIM, DARK-BROWN, A, SMEAR)

OR SHOW HIM OUR THANKS AND OUR WARM GOOD WISHES
(WARM, OUR, GOOD, AND, WISHES, THANKS, SHOW, OUR, HIM, OR)

BY CASTING HIM OUT TO ATTRACT THE FISHES.
(HIM, TO, CASTING, OUT, BY, FISHES, ATTRACT, THE)

PACKAGE 3

BUT THE WORM IN AT LEAST ONE WAY IS SMART,
(BUT, WAY, IN, SMART, THE, LEAST, ONE, WORM, AT, IS)

(The words were not repeated after this point.)

HE CAN GROW AT WILL A REPLACEMENT PART.
(CAN, HE, GROW, PART, REPLACEMENT, WILL, A, AT)

IF HIS HEAD'S CUT OFF, HE CAN SPROUT ANOTHER
(CAN, SPROUT, CUT, OFF, HE, ANOTHER, IF, HEAD'S, HIS)

AS GOOD AS THE ONE HE GOT FROM MOTHER;
(ONE, FROM, THE, GOOD, MOTHER, HE, GOT, AS, AS)

IF HIS TAIL'S DETACHED, A NEW ONE WILL BURGEON
(TAIL'S, NEW, DETACHED, BURGEON, A, IF, WILL, HIS, ONE)

WITHOUT ANY HELP FROM NURSE OR SURGEON.
(ANY, WITHOUT, NURSE, FROM, SURGEON, OR, HELP)

PACKAGE 4 (Words were now given in sets of three.)

NOW THIS IS A TRICK THAT MEN OF SCIENCE
(TRICK, SCIENCE, MEN, THIS, OF, NOW, THAT, IS, A)

WOULD LIKE TO PASS ON FOR THE USE OF THEIR CLIENTS.
(ON, PASS, FOR, WOULD, CLIENTS, THEIR, USE, OF, LIKE, TO, THE)

BUT ITS SECRET THEY RUEFULLY GRANT IS KNOWN
(KNOWN, GRANT, THEY, ITS, IS, RUEFULLY, SECRET, BUT,)

TO THE LOWLY, DOWNTROD WORM ALONE.
(DOWNTROD, LOWLY, ALONE, WORM, TO, THE)

FROM WHICH IT MAY READILY BE DISCERNED
(READILY, WHICH, BE, MAY, IT, FROM, DISCERNED)

THAT AT LONG, LONG LAST THE WORM HAS TURNED.
(THE, LONG, THAT, LONG, WORM, TURNED, HAS, LAST, AT)

NOW YOU SHOULD HAVE SOME IDEA OF WHAT THE POEM IS ABOUT. I AM GOING TO GO BACK TO THE BEGINNING NOW AND RECITE EACH STANZA AGAIN. THE DIFFERENCE THIS TIME WILL BE THAT THE WORDS ARE ALL MIXED UP. I WILL REPEAT EACH LINE ONCE. WHILE I AM DOING THIS, YOU ARE SUPPOSED TO SELECT THE WORD I SAY--FROM THE STACKS IN FRONT OF YOU--AND PLACE IT IN LINE IN THE AREA IN FRONT OF YOU

LISTEN CAREFULLY. THE TAPE WILL NOT WAIT FOR YOU.

ARE THERE ANY QUESTIONS?

(Package 1 was given.)

THIS CONCLUDES PACKAGE ONE (also two or three). YOU SHOULD HAVE FOUR (SIX) LINES OF MIXED-UP WORDS IN FRONT OF YOU. REARRANGE THE WORDS IN EACH LINE SO THAT THEY FORM A SENSIBLE SENTENCE. WHEN YOU HAVE COMPLETED EACH LINE OF THE PACKAGE, COPY THE STANZA IN YOUR NOTEBOOK. DO IT NOW.

NOW WE SHALL BEGIN PACKAGE TWO (THREE, FOUR). THE SAME RULES APPLY. LISTEN CAREFULLY TO THE TAPE, SELECT THE CORRECT

WORD, PLACE IT IN LINE IN FRONT OF YOU AND AT THE END OF THE PACKAGE, REARRANGE THE WORDS TO MAKE SENSIBLE SENTENCES.

(Part one of package four was presented.)

THIS CONCLUDES THE FIRST PART OF PACKAGE FOUR. YOU SHOULD NOW HAVE FOUR LINES OF MIXED-UP WORDS IN FRONT OF YOU. FOR THE REMAINDER OF PACKAGE FOUR, YOU HAVE THE OPTION OF LISTENING TO THE TAPE AND CHOOSING THE WORDS ON THE CARDS IN FRONT OF YOU OR OF WRITING THE WORDS DOWN ON PAPER PROVIDED FOR YOU. MAKE YOUR CHOICE AND TELL YOUR TEACHER.

(15 second pause)

YOU SHOULD HAVE DECIDED BY THIS TIME. NOW WE SHALL BEGIN THE LAST TWO LINES OF PACKAGE FOUR. ARE YOU READY? NOW.

(Package 1 was given.)

THIS CONCLUDES PACKAGE ONE (also two or three). YOU SHOULD HAVE FOUR (SIX) LINES OF MIXED-UP WORDS IN FRONT OF YOU. REARRANGE THE WORDS IN EACH LINE SO THAT THEY FORM A SENSIBLE SENTENCE. WHEN YOU HAVE COMPLETED EACH LINE OF THE PACKAGE, COPY THE STANZA IN YOUR NOTEBOOK. DO IT NOW.

NOW WE SHALL BEGIN PACKAGE TWO (THREE, FOUR). THE SAME RULES APPLY. LISTEN CAREFULLY TO THE TAPE, SELECT THE CORRECT WORD, PLACE IT IN LINE IN FRONT OF YOU AND AT THE END OF THE PACKAGE, REARRANGE THE WORDS TO MAKE SENSIBLE SENTENCES.

(Part one of package four was presented.)

THIS CONCLUDES THE FIRST PART OF PACKAGE FOUR. YOU SHOULD NOW HAVE FOUR LINES OF MIXED-UP WORDS IN FRONT OF YOU. FOR THE

REMAINDER OF PACKAGE FOUR, YOU HAVE THE OPTION OF LISTENING TO THE TAPE AND CHOOSING THE WORDS ON THE CARDS IN FRONT OF YOU OR OF WRITING THE WORDS DOWN ON PAPER PROVIDED FOR YOU. MAKE YOUR CHOICE AND TELL YOUR TEACHER.

(15 second pause)

YOU SHOULD HAVE DECIDED BY THIS TIME. NOW WE SHALL BEGIN THE LAST TWO LINES OF PACKAGE FOUR. ARE YOU READY? NOW.

(Part two of package four was presented.)

THIS CONCLUDES THE ENTIRE PACKAGE FOUR. NOW YOU SHOULD HAVE SIX LINES OF MIXED-UP WORDS IN FRONT OF YOU OR FOUR LINES OF MIXED-UP WORDS AND TWO LINES OF WRITTEN WORDS. REARRANGE THE CARDS IN EACH LINE SO THAT THEY FORM A SENSIBLE SENTENCE AND IF YOU CHOOSE TO WRITE THE LAST TWO LINES, NUMBER THEM SO THEY FORM SENSIBLE SENTENCES. DO IT NOW.

CHAPTER IX

SUMMARY

The author has constructed these exercises to partially fill a void that has existed at the high school level for some time. This has been the lack of any relevant materials for high school students with learning difficulties.

The exercises were designed primarily to meet four specific communication needs. These needs were: 1) to develop comprehension, 2) reading to remember, 3) associating ideas and materials and, 4) organization of ideas and materials.

In addition, these exercises served as a method of teaching reading. Having utilized three accepted forms of instruction, the visual method, the auditory method, and the tactile-kinesthetic method, a springboard was prepared to bring the student to an acceptable level of reading comprehension.

Finally, the exercises were created to aid in the development of the eight basic learning senses. These senses were: 1) alphabetizing and dictionary skill buildup, 2) association skill building, 3) auditory discrimination, 4) auditory memory, 5) tactile-kinesthetic senses, 6) visual discrimination, 7) visual sequencing, and 8) vocabulary building.

APPENDIX I

TYPE AND FREQUENCY INDEX

WORD	#
A	7
all	1
alone	1
and	5
another	1
any	1
are	1
as	2
at	3
attract	1
Be	1
bears	1
burgeon	1
but	2
by	2
Can	2
casting	1
clients	1
clothes	1
consider	1
cut	1
Dark-brown	1
days	1
detached	1
discerned	1
distinguish	1
downtrod	2
Either	1
Fishes	1
for	2
from	4
fur	1
Good	2
got	1
grant	1
ground	1
groveling	1
grow	1
Hard	1
has	1
he	7
head's	1
help	1
her	1
him	4
his	4
If	2
in	2
into	1
is	5
it	1
its	2
Known	1
Last	1
least	1
like	1
long	2
lowly	2
Making	1
may	1
men	1
mother	1
Near	1
new	1
nice	1
no	2
now	1
nurse	1
Of	2
off	1
on	1
one	3
or	2
our	2
out	1
Part	1
pass	1
passes	1
porous	1
Quite	1
Readily	1
replacement	1
ruefully	1
Science	1
secret	1
servile	1
show	1
smart	1
smear	1
sprout	1
squirm	1
surgeon	1
Tail's	1
thanks	1
that	2
the	8
their	1
they	1
this	1
though	1
to	4
toiling	1
tread	1
trick	1
turned	1
Unaware	1
us	1
use	1
Walk	1
warm	1
way	1
we	1
wears	1
which	1
will	2
wishes	1
without	1
worm	4
would	1

TOTAL=183 words

FOOTNOTES

[1] P. Ashlock and Alberta Stephen, *Educational Therapy in the Elementary School* (Springfield: Charles C. Thomas, 1966), pp. 3-4.

[2] E. A. Doll, From the foreword to *The Role of Speech in the Regulation of Normal and Abnormal Behavior* (New York: Livewright Publishing Corporation, 1961), p. xii.

[3] P. Witty, "What Experiences, Activities, and Materials Are Helpful in a Developmental Reading Program?". In J. Weiss (ed.) *Reading in the Secondary Schools* (New York: Odyssey Press, Inc., 1961), p. 214.

[4] E. E. Sochar, "Comprehension in the Reading Program." In J. Weiss (ed.) *Reading in the Secondary Schools* (New York: Odyssey Press, Inc., 1961), p. 214.

[5] Ibid., p. 217.

[6] Reger, Schroeder, Urshold, *Special Education* (New York: McGraw Hill Book Company, Inc., 1968) p. 99.

[7] G. A. Miller, *Language and Communication* (New York: McGraw-Hill Book Company, Inc., 1951) pp. 59-60.

[8] Donna L. Bluhn, *Teaching the Retarded Visually Handicapped--Indeed They Are Children* (New York: Harper and Row, 1964.) p. 50.

[9] G. A. Miller, op. cit., p. 6.

[10] L. Nichols and P. Stevens, *Are You Listening?* (New York: McGraw-Hill Book Company, Inc., 1957) p. 10.

[11] Ibid., p. 11.

[12] A. R. Luria, "The Role of Speech in the Formation of the Mental Processes" in *The Role of Speech in the Regulation of Normal and Abnormal Behavior* (New York: Liveright Publishing Company, 1961), p. 29.

[13] J. Piaget, *On the Development of Memory and Identity* (New York: MacMillan 1961) p. 5.

[14] W. F. Mackey, *Language Training Analysis* (Bloomington: Indiana University Press, 1965) p. 130.

Footnotes (cont.)

[15] Reger, et al, Special Education (New York: McGraw-Hill Book Company, 1968) p. 87.

[16] E. A. Betts, The Prevention and Correction of Reading Difficulties (New York: Row Peterson and Company, 1936) p. 225.

[17] P. Witty, "What Experiences, Activities, and Materials Are Helpful in a Developmental Reading Program?" In J. Weiss (ed.) Reading in the Secondary Schools (New York: Odyssey Press, Inc., 1961) p. 67.

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THE L. D. STUDENT AS READER

A basic requirement in the ESEA grant for the Diagnostic and Remedial Learning Center was that it be innovative. I shall, therefore, describe my underlying philosophy and one of the instructional devices I used with my students--students politely designated, for the public, as those having learning difficulties, but not so politely termed, among the faculty, as "the Dean's crap list."

I took my cue from them, listening as they introduced themselves:

"Don't gimme none of this jazz about readin', unnerstan', 'cause I ain't takin' none of it, ya unnerstan'?"

"If this is some more of the same old hash, no thank you. I'm cuttin'."

"Who needs to read? I say, babe, keep your eyes and ears open, and you can get along."

"Read that book? I seen it on TV, done a whole lot better."

"My counselor is an old shit. She says I can't read. Can she? Oh, she knows the words--she can say them good. But did it ever really sink in to her what they mean?"

"You want to know something? I'm going to slit that god-damned teacher's throat if she asks me again, 'Where's your book?'"

Did the man say, "Innovate?"

What else is there to do?

Whatever happened, I knew it must not look like school, it must not sound like school, it must not taste like school. But I also knew it had to be like school because they had already lost out on so many years of it, and they were still young enough to need it for the long, long way they had to go. I felt myself in an emergency situation, inclined to turn and run and let someone else handle it. Or better still, I could just cover things up and say it never happened; or I could ignore the whole thing and say a nice school like ours doesn't have students like this.

But the doctor in the emergency room of a hospital does not turn away from the ugly, messy victim of a horrible accident. If he did, a public outcry would soon be raised. He'd be thrown out of his profession for malpractice, the hospital would be investigated and put on a probationary list. All kinds of accusations would be leveled at the profession which harbored a practitioner who turned away when someone needed the help that only medicine could give.

So it seemed to me that a teacher like myself, or an administrator like yourself, in "one of our best high schools," would not turn away either from the student who is a casualty in an emergency situation, or the situation itself.

As I considered how to help my students, I realized that much which they had lost could never be regained. Psychologists and sociologists speak about certain critical periods of learning. For my students, some of these channels were beyond recall. Any person who has ever read Mike Mulligan and His Steam Shovel a thousand and one times to a small boy knows the infinite capacity of a child for repetition, whether it be for stories or for drills and exercises in reading and phonics in the primary grades. And anyone who has ever reminded an adolescent twice to do his homework knows what it's like to get a head snapped off. The distance between loving repetition and hating it is only ten years. But it's a long enough time to work a flipflop in what an individual can take, a fact of which some teachers are tragically unaware. But if the young adult cannot endure repetition, he can be reached through other channels.

When he was five years old, motivation did not mean much to him. But when he is fifteen, it is everything. As he carves out his identity, he thinks of things in terms of himself, of self-interest. Ask a boy what he wants to do, what he wants to watch on TV, what he wants to read, and he will answer, "Something I'm interested in." So it was through this means that I tried to reach the young men in my Title III classes. Though Don, age seventeen, needed phonics because he makes reversals and cannot distinguish the sounds of d and t, and though Sam, age nineteen, has almost no word attack skills at all, to begin on the primary grade level with these boys would be to put a figurative, if not literal, knife in my back before the end of first period.

So I determined to saturate these kids with something they just couldn't resist. I would give them the chance to look, act, and be like adults. And when it comes to reading, what does Mr. John Q.

Public do? What does every commuter bury himself in while he's riding downtown? What button on the car radio does every driver push as soon as he gets the car rolling?

The news!

So I handed my students newspapers, bolstered in a setting of magazines and paperback books. I literally surrounded these kids with print. You could even smell the ink, and that peculiar odor which is only paper, paper, paper hung over the entire place. Encounters with print in C-119 were inevitable. I put newspapers on the students' desks; I put magazines on wires strung up on the walls; I put books on bookcases and on the floor. I purposely made those kids stop, look, and pick up printed matter if they wanted to walk or sit down. For some, this became the closest voluntary contact they'd had with print since "last year."

I could not approach them by talking about reading. I had, rather, to show them about reading. They needed to discover through feeling, figurative as well as literal, that there was something in it for them. They had to find out, without my telling them, that they were not going to get from me the same old pap they'd had all through grade school. Only after they had experienced within themselves a connection between print on paper and an idea within their own heads would they sense something lacking somewhere and ask for help. Only after this personal experience with reading would they be able to make the switch to an impersonal experience with reading, but one necessary nonetheless if they were to be willing to take on the drills and exercises which are definitely primary grade material, and not only uninteresting to them but also embarrassing for someone their age. For despite the blurbs of the publisher about high interest and easy reading ability, a workbook still looks like a workbook, and (sad but true) most reading centers still look like clinics. One of my boys summed the whole situation up when he said to me one day, "I like True magazine because it says right across the top here, 'It's a man's magazine.'" I noticed he carried it around with him, up and down and through the halls, for days. This boy had distinguished himself his first day with me by throwing into the wastepaper basket a workbook from another class, saying "Kid stuff."

The 15-19 year-old who cannot read is psychologically different from the 5-6 year-old who cannot read. The latter is eager and curious to try; the former is beaten, indifferent, hostile. The child brings all of himself to the task; the young adult withholds all of himself because he remembers what happened the last time he tried. Just how long it will take a teacher to turn this beaten high school student around is not possible to say. It may be the school is not interested in turning him around because they don't think he is worth the time. He is never going to bring them any glory either on the field or in the laboratory. He is not likely to be a success as the school views success. So why bother? Except that we have announced publicly that we provide for our children the education that is best suited to their needs. This makes one thing certain. If we are sincere about wanting to help this student, we must be willing to spend the time it takes to do the job, regardless of the amount. The problem has been a-building for many years; it will take a long, long time to change.

Some of the people I have are still not ready to go back into "regular" classes. They need to continue another year at least with the free-ranging reading, conversing, and writing they have done this past year. Many of these students will never be able to fit into a "regular" class. They are too far behind, academically, ever to catch up. Also, they are temperamentally not able to stand the confinement of a highly structured classroom situation. They react more quickly to stress; they are almost totally uninhibited. To lock them into a tight situation is not fair to them, nor to the teacher and students who can operate in the regular classroom. However, the student with a tenuous hold in school should be given the educational opportunity to stay. We should not push him out by putting him into a situation in which he cannot survive. To do so is to be inhuman to a degree that ought to be punishable by law; certainly it should not be practiced, as it so often is, by a profession which should know how to handle this kind of situation more fairly than it does.

So I think many of the Title III students I had need to continue in a program that offers them a great deal of personal choice in the materials that they use. This gives them a feeling of acceptance with the "school"; it makes them feel, also, that their ideas are important because they get a chance to express them. Also, in this kind of setup, someone is always available to listen to them; they can talk to each other and get help from each other. Eventually, this counselor-teacher relationship should be advanced, even as it is continued, in close cooperation with another teacher who is in remedial reading. You see, I have come to feel that many of the students I have require a kind of "readiness" before they can take on remedial reading. This readiness consists partly of establishing within themselves a willingness to be in a remedial reading program along with a conviction that it will help them improve. They also need, in their readiness program, exposure to ideas. For this I would pull out all the stops. It would include all the media and be liberally laced with field trips. Without exception every student I have is experientially deprived; and this includes some from homes with money as well as those on the brink of poverty. But this is a phase of the program I was not able to work out because my requests for the supplies and the trips were denied. I think it was a mistake not to carry out this part of the program. It is necessary, and we should have had it.

But let us return to our student who has been "readied" for remedial reading through exposure to print alone. The remedial reading teacher should have the same kind of acceptance of the student as his emergency teacher has had, but the remedial reading teacher should be someone who takes him a step further by helping him with the drills and exercises which he knows he needs and which he now accepts. His program should be planned and reviewed often by both teachers. It should be flexible so that if a student needs to go slower or faster, or if he needs to be with one teacher rather than the other, he can be transferred back and forth easily and with none of the red tape which makes so many of these students feel that no one cares how they feel.

The treatment period for this kind of student is long. It requires fluidity, time, patience, understanding, acceptance. It asks the teacher to look at the student as a human being rather than as a thing, or as a statistic, or as a "What's-best-for-the-school" kind of object. Real change will occur in this student only when he wants it to occur, and he is not going to want it to occur until he can feel he will be safe when it does happen. So the teacher's job is to structure for the student the kind of school setting in which he feels secure enough to be able to turn himself from a hostile, inarticulate individual into a trusting, eager, expressive, and confident person. He must be able to feel that he is not going to get bashed if he tries another time to learn to read.

To him, then, the newspaper looks like a pretty safe bet.

It's on his desk when he comes into class every day. A fresh, unused copy lies there for him. He can cut it up if he wants to. He can take it home if he wants to. He can read it if he wants to. He doesn't have to read at all if he doesn't want to. If he wants to stand up and look out the door, he can. He can do whatever he likes. But when he sees everyone else digging into a paper, he usually wants to do so too.

He can begin wherever he pleases: sports, comics, Ann Landers, horoscope, front page, weather, car ads--anywhere. It's all up to him. Nobody says, "Start on page so-and-so and read to page Thus-and-so." No one says, "You read what I tell you to read and keep your mouth shut or I'll send you down to the Dean." The kids in my Title III class can take it or leave it. So far, they have all taken it except Sam. He is a hardshell case. The only time he ever showed any interest in the paper was the day he put together a one page ad for the Jewel Tea Company, an ad which I had cut up into dozens of pieces the night before. Being a stock boy at Jewel after school, Sam had no trouble at all matching the price of pears with a picture of a can of pears.

Once, at the end of two months, he seemed about to come our way and join us. He worked like mad on his psychology notebook and his business arithmetic papers, for he wanted to have grades good enough so that he could go on a field trip he'd helped plan. "Man," he said, "this school's gettin' great. I might like it after all."

Despite his hostility toward school and all connected with it, he is a very alert and bright boy, with tremendous leadership and organizational qualities. When I consider how much he has found out just by listening, I can't help wondering how able he would be if he could only supplement his listening with reading. But an impersonal decision from someone outside the group--someone who did not attempt to find out how the group was working--struck Sam in a vital place, and I am now back where I started with him. He has gone back to standing in the door of the room, which is where he spent the first two weeks he was assigned to me. He won't leave, but he won't come in and sit down either.

But the newspaper is there every day, and all the other students have found at least one thing they consistently look for and read. When we began using the newspaper as a text, the students were on guard, looking for the catch. But after a couple of weeks when they discovered that there wasn't one, after they'd gotten to know each other and me, and after they had talked with no restraints about being quiet, sitting still, etc., we gradually found ourselves working into another phase of communication.

We went then from talking about the news--how the writeup on page one differed from the TV newscast of the same thing the previous night--we went from talking about the news to spontaneous reading of it to each other. If I had ever asked any of them to do oral reading, they would have flatly refused. So I never asked anyone to read aloud. I waited and let them do it on impulse. When someone got stuck on a word, he spelled it and a student or I answered immediately. If it was a word no one in the class knew, or if it had a peculiar spelling, or if there was something linguistically interesting about it, we took time out to talk about it.

From this experience, words gradually became interesting things in themselves. Several students said they wished they had larger vocabularies, so each student made a point of looking up the pronunciation and meaning of two words a day in any article of his choice. This information was then written in the notebook which each one had. We did this for a while, and then dropped it, for the attention span of these students is not long. When they've had it, they've had it. Period. This is when one quits and tries the thing another way.

For this reason, I never asked for more than two words at a time. Two words was not much. Five would have been stretching things. And ten would have been impossible. They would lose interest when faced with the enormity of what they really did not know about words. I tried at all times to keep the task something they could handle and still have a margin left over. I avoided drawing a picture for them of what they did not know; that had already been done for them countless times in other grades and in other classes. So two words a day was enough. Informally and unostentatiously, words discovered by the group on one day were brought up in other ways on other days. The two words per student became ten words per class of five, and it was not difficult to re-use them, for most front page news stories were good for two or three days at least.

Our move up the ladder of communication was cumulative. We traveled from conversation to oral reading to vocabulary building to comprehension, and finally to writing themes and a book review. At all times we never kept a strict time schedule nor adhered to a table of organization. Some days we touched all of these things in one period. Other days we devoted solely to one topic of news which captured everyone's attention.

Especially interesting was a couple of days we spent on horse racing. One of the boys in the group is training at Arlington Race Track to be a jockey. So the weekend the track at Sportsman's Park opened, the paper was full of stories about horse racing. The vocabulary peculiar to the track was known only to our jockey, so he spent the greater part of a period explaining the words to the other members of the class. On a second day he talked about betting procedures, about odds for winning races, about the dangers of being a jockey, how the horses are cared for, what his job is as a stable boy part of the time; he talked about some of the well-known horses, trainers, riders, and sports figures he has met. On following days I read them stories I had found in sports magazines about race horses. By the time we were about "through" with horse racing, all of us were ready to take off for the track. When summer comes, we'll all be listening for news and interested in reading the news that Bill made so real to us because he is a part of the action there. We were exceptionally fortunate to have this kind of experience available for us. It made what's in the paper have a reality, an immediacy that is rare for most people, and especially so for the students in this class.

Thus, whenever something in the news caught the students up and held them, we stayed with it until their interest lagged.

When we were reading and paying special attention to comprehension, we encountered one of the most difficult aspects of the process. A student would choose an article, read it silently, and then without looking at it, try to write a summary of what he had read. When he finished, he then compared what he had written with what was in the paper. He discovered how remembering just a few facts could help him relate and reconstruct the whole thing. He saw how the headline and the lead lines suggested the way in which the entire article would develop. He saw how his grasp of who, where, what, when, and why could help him put it all back together. Most of the students seemed to have been unaware of the structure of an article --of the fact that there is a way in which it just has to go. Trying to show them the "way" became important for many days. After we had done this with newspaper articles, we discovered how it works with textbooks. They brought their texts along with them: history, psychology, earth science, geography, and the like. I stressed for them that this kind of form could be applied, or found, only in non-fiction. It did not apply to the imaginative works in literature. With their textbooks in front of them, the students could see how the principles worked, though in a more involved fashion because the textbook attempts to give more detail than the newspaper, its sentence structure is more complex, its paragraphs are longer, and so forth.

One of my major goals for this group of students was to help them acquire the habit of reading something every day. Some came from homes where there is no newspaper, so reading had never been a habit either for them or for their parents. Because this kind of exposure must go on for a long period of time before it can "take," I would not expect to accomplish reading as a habit with them if they had the newspaper for only a month. For this group, the paper is a daily necessity the entire school year, and the second year as well, if they are lucky enough to be involved in a program which takes them for an indefinite period for reading help. These students are as starved for mental fare as poverty children are starved for physical fare. Just as giving children breakfast for one month is not going to cure them permanently of hunger, so is giving young people a newspaper for a month not going to cure them of the non-reading habit.

During this past year we have talked and read and discussed and comprehended and spelled and written as we have met from day to day. All of these things have taken place around whatever was in the news that day. The teacher's homework was to get the paper read before the students got to class, and to relate what was in it to what she knew the students were interested in as well as what she knew they ought to be interested in. But the discussion, after they arrived, took off from wherever they began it. It required on the part of the teacher the agility of an MC for an ad lib TV or radio program. But it was stimulating and exciting. And since the news changes from day to day, the students never got bored with their text book. They couldn't, because they had a new one every day.

As awareness grows from this kind of experience, students find they need more than the newspaper in order to be informed. So they turned then to the magazines and paperback books surrounding them on the wall, on the book shelves, and on the floor. Never at any time did we make a "study" per se of any of these things. To have done so would have been to turn these students off; I would have sounded too much like a "regular" teacher with a "regular" class. Even so, during this year I was able to tell them something about the larger world of literature, a world that has something for them if they could ever be induced to stay with reading long enough to reach that exalted, satisfying place.

I was able to tell them something about the artist in the arena, when the newspaper talked about the political activities of such well-known writers and entertainers as Senator McCarthy, Harry Belafonte, Dick Gregory, and many others. I told them about Albert

Camus as a resistance fighter for the French during World War II, and about The Stranger, the uninvolved and uncommitted man. I was able to sketch Aeschylus' Orestia for them, and to relate its suggestion of the humane advance of mankind when trial by jury replaced the primitive method of revenge. We talked about the modern ideas in Shakespeare, especially during the presidential election when qualifications for the good ruler were on everyone's mind. Shakespeare worked over this idea in all of his history plays and carried it to ultimate perfection in the development of his tragedies. I told them briefly the plots, with their special slant about the ruler, of some of these tragedies, of which they had heard but knew nothing. We read poetry by Robert Frost and Langston Hughes, short stories by Marjorie Kinnan Rawlings and Piri Thomas. All of these things, and more, were suggested by items in the paper, items read and talked about first of all by the students. I doubt if any of us realized how fertile a newspaper can be, how stimulating from day to day, until we used it as our springboard constantly for a year.

Students usually took the magazines home because the articles in them were too long to read in class when they were reading the paper too. Often as a student leafed through a magazine, he found several things he wanted to read. We never had a time limit on when these magazines needed to be returned. A student in Title III could keep them as long as he wanted to. Car, sport, and hobby magazines were very popular, so students were more conscientious about returning them quickly because they knew someone was usually waiting for them.

When magazines are ordered for another year, I suggest getting several copies of such popular items as Hot Rod, Sports Illustrated, Motor Trend, Popular Mechanics, and the like. Actually, students in the L and Special classes should be asked via questionnaire or otherwise in the spring of the year, to submit names of magazines they would like to read, magazines they would read, as opposed to most of the colorless ones they usually get. Students should be asked to indicate what they would like to read, rather than be expected to settle for what a faculty committee things they ought to read. "Ought to" rarely initiates anything with this group.

Most of the time, along with the magazines and newspapers, each student was reading a paperback book of his choice. With the several hundred available in our room, students were always going over them again and again to find something to read. Even students outside the Title III project borrowed books. Hundreds of students pass the open door of the Title III room several times a week to and from classes in the nearby science lecture hall. Many of them stopped and borrowed and said, "I wish the library had something like this." Former students of mine also came by to talk and borrow.

It seems to me one of the qualifications of the teacher in any reading situation is to have read a lot of books. I could not keep up with all we had, but I did make it a point to read those my students read if I was not already familiar with them. Throughout this year I have read several new books every week. Without taking a course in speed reading, I have become a considerably faster reader than I was because I had to. I have evolved my own skimming technique, and I expect to put it to good use this summer as I read many more books. I believe the reading teacher needs to know hundreds of books, for a book is a personal experience. And when I recommend a book to a student, especially if he is not much of a reader, I want to be sure I'm pointing him toward something he is going to like. This means I have to know both the book and the boy before I bring them together, if I want them to get along together. And why not? The book is a person, too. (Which leads me to put in a plea here for all students to be shown the film Fahrenheit 451, in which books are real persons. It is a fascinating piece of science fiction but so realistically done that it is too contemporary for comfort.)

Near the end of our school year and after our field trip, we drew together what we had been working on all year. Each student chose a topic of interest to him, and then by clipping items and pictures about it from the daily papers and the magazines, he set out to make up his own book. Again, I believe a kinaesthetic experience is inherent in this--figurative as well as literal. For him to make a book that has in it what he wants in it makes for a personal tie between himself and a book. As editor, for about three weeks, each student collected items and pasted them on blank, three-hole notebook paper. For his book the student also wrote a foreward. In this he explained why the topic was interesting to him, what he had in his book, and what he hoped the reader would get out of looking at it too. The foreword was the editor's letter to the reader.

After writing the foreward, the student composed comprehension questions based on an article of his choice, two themes based on topics gleaned from the articles, and a review of a book read relating to the topic.

A variety of interests resulted in a variety of books. As the students put them together, all sorts of information and discussion took place. First of all, each student had to choose a topic. For most students, this took several days, not because they did not know what they were interested in, but because they had to learn to narrow down a general topic into something specific enough for them to handle. "Sports," for example, became unwieldy by Day #2 for one boy. He trimmed it down to "Baseball," but by Day #4, he had narrowed that to "Cubs." And this has become so engrossing that he is now starting a second book entitled "Ernie Banks."

The boy who chose "Transportation" got all tangled up in boats, airplanes, cars, trucks, and bicycles. Narrowed down to cars, he finally settled for "Hotrods." One student, probably the slowest mentally in the group, had real difficulty categorizing. Choosing real estate because her mother is in the business, she was cutting out articles on houses, taxes, insurance, accidents that happened to people in houses, stores for sale, a fire in a warehouse, and a dog looking for a house. With my help, she finally eliminated everything except houses as homes, and the book she chose to read finally was Please Don't Eat the Daisies.

Once the topics were chosen, the next thing was to examine forewords, introductions, and prefaces as we found them in some of the paperback books in our room. As the students composed and wrote their introductions, they put them through several versions before they finally said what their authors had in mind. One very good one was read to all of the classes as an example. The boy who wrote it felt especially good about our reading it because he had had a bad week. He was gone five days. During this time he was serving a suspension because he had got into a fight in the washroom with someone who had called him a little shrimp. When he finally got back to our class, he entered saying, "I'm quitting this place--leaving for good. Nothing's going right." But after he found out that his introduction was being used as a model for all the other students, he decided to stay.

When we got to framing questions based on the articles, we talked about some of the different types of questions which can be asked. Most of the students thought questions came in only one form: the "fact" kind. I explained, with examples taken from an article, the "thought" question also. The students were asked to frame both kinds. They said their teachers usually used only the fact kind in class and tests. The students decided, however, that the interpretive and critical kind of question had the longer lasting value.

Finding theme topics proved to be the most difficult assignment of all for the students. This required the ability to abstract--to analyze, to see relationships, to interpret, to extend. We spent several days on this. We called it "Writing Titles". Once the theme topics were chosen, the themes were written. Here again a great deal of time went into helping various students develop their ideas, for Title III students often have trouble writing. They say they can't think of anything to write. To counteract this, we first of all talked the theme. By putting it into words orally, it became easier for them to transcribe and put it into written words. We also employed again the who, what, where, when, and why helps which we had used earlier when writing summaries of paragraphs and articles we had read. The students' themes went through several versions before they were finally satisfied with them.

Their book review was the last thing in the book of clippings and compositions. This proved to be one of the most popular parts of the book, when other students looked at it. As they read their friend's summary and comments on his paperback book, they weighed whether or not to read it too. When the students turned in their notebooks, they also turned in with it the book they'd read so their friends could handle it and look it over for themselves. Most of these books passed this test and were taken out to be read again. This, of course, was what I was aiming for--an awakened desire on the student's part to read on his own a book he did not have to read. And once he had done this, the further hope that he might come back and get another book.

Some of the main ideas chosen by the students, and the books they read along with them were these:

Main Idea	Title of Book
Jail	My Shadow Ran Fast
Vietnam War	The Green Berets
Black Power	The Outsiders and Why We Can't Wait
Horses	The Roan Stallion
Cubs Ball Team	Baseball Is a Funny Game
Baseball	The Story of Mickey Mantle
Political Cartoons	Bill Mauldin's I'll Take a Back Seat
Houses	Please Don't Eat the Daisies
Cars	Hotrod

Finally the book was all done. It had everything in it; it was enclosed in a notebook folder, with an appropriate picture drawn or pasted on the cover. It was ready to put out for other class members to read and comment on. The students liked reading what others in the classes had selected and written.

My hope is that they gained enough confidence and knowledge from the Title III innovative project in language skills to be more articulate next year when they present themselves to some other teacher. I would hope they will be less profane, less hostile. I would hope they will be more able to see that the school does have something for them, and that they will stay until they graduate. I would hope they know they have a right to their education, too, and that there are people in the school system who know this and who will help them acquire it, as well as those who seem opposed to their being here. If some, or any of these things occur, I cannot feel that the program was for nought.

The real evaluation of the program will come, of course, after these students have left school. It will come only after they join the ranks of adults as voters and parents. For them, then, Reading will be what they do with it when they don't have to do anything. Which leaves us with the final evaluative measure: what will they do with reading when it's too late for us to do anything more about it?

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STUDENT DISCUSSION GROUPS - 1968-69

A junior high (8th grade) group of boys and a senior high mixed group were formed to see how participants might develop self-worth and confidence through group association. Both groups were chosen from students in our program at the Centers. All were having difficulties in achievement in school. Many were considered "behavior problems". We wanted to see if individuals might feel more comfortable in a group of peers experiencing similar difficulties. We felt they might gain perspective and confidence if they could freely discuss and "ventilate" outside of the normal school classroom structure.

These were small informal groups of six to eight students meeting one class period per week. Subjects of discussion were primarily chosen by the group. The "leaders" (teacher consultant and social worker) merely helped with the mechanics and served as catalysts; otherwise they participated as just group members themselves.

The senior high group had several members who were so frustrated and withdrawn because of lack of success all through school that they had to gradually gain confidence enough to even participate. Some were very hostile against the school which has always required conformity. They desperately needed a place to "let off steam" and to achieve some success, however small.

Among their concerns were the lack of freedom and independence given them in school and at home, their wish for more vocational training in high school, lack of school "spirit", political pull necessary to get into activities, disgust with student representation on governing boards, etc. They were very concerned with the world situation, especially how the draft may affect their future. They discussed problems of dating and drinking.

The field trip was the high point of the program, which gave them a chance to observe life at its best and worst. They discussed the spectrum of human experience, why some, through circumstances and unwise choices, land in the County Jail. They realized how important a high school education is to better job opportunities and living. They thoroughly enjoyed the chance to wander on their own through the Museum of Science and Industry, to see the achievements of men at their best.

We found some of the most withdrawn began to verbalize and participate. We hope all had a chance to ponder why things are as they are -- and what can be made better -- and perhaps how.

The junior high group spent a great deal of time adjusting to the freedom of an informal group. It took quite a while for them to understand our purpose, yet to respect each other's rights. At first they "horsed around" and accomplished little. Gradually, they realized some order and rules of the game were necessary, and began to settle down to talk. They had been labelled "the tough guys" in school, and were testing to see how far the leader of this group would let them go. They were typically immature, yet wanting independence, insecure and frustrated by their lack of success in school.

They needed some assurances for entering high school. They need a fresh start. They felt they were not given credit when they did try. They thought teachers play favorites. They talked some of jobs out of high school as well as summer work. They showed some concern for the disadvantaged, the negro, the criminal. They touched on sex education and boy-girl relationships. One of their chief interests was hobbies, and they took great pride in bringing collections, pets, etc. to group meetings.

Their grand finale was a "party" to which they invited their favorite teacher, Mrs. Peterson, with her new baby. They were amazing hosts, thoughtful of everyone's comfort, dependable in bringing food and equipment, charming in every way!

Our discussions gave these boys a chance to participate, to gain recognition and respect with their peers, to develop responsibility and self-respect, to do a bit of maturing. This also gave the social worker an opportunity to know sons of parents participating in the adult discussion groups.

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

LANGUAGE DEVELOPMENT: THE PEABODY KITS

The work with the Peabody Kits was very rewarding, whether the group was gifted, average, slow or heterogeneous. The children responded beautifully to the kinds of pleasure-producing puppets and color splashed pictures in the kit. Many of the quiet and unresponsive children who had a language paucity could be involved with the units of the kit. They talked, they laughed, they initiated, they created.

Work with the language kits helped in the area of memory; immediate and future recall; thought process; ideation; sentence structure; integration of auditory and visual clues; performance of skills acquired in the language period; and presence of self in the oral interpretation in front of the class.

In working with Kit I of the Peabody series, as an example, I used the construction unit. This was especially good because it appealed so much to the boys in the kindergarten group. It brought out, verbally, their knowledge of the purpose for and the use of equipment used in construction. The large picture showed the beginning of the construction process - the foundation - the skeleton - and all of the material and men used for the structure. Because of their experience, observation of high-rise construction in the immediate area, and their insatiable curiosity for dump-trucks,cement mixers, lift-vehicles, etc., they were an ideal group with which to work. After the large picture was thoroughly discussed and re-discussed, small pictures of individual parts were used for recognition, definition and discussion of each material, piece of equipment, and kind of construction worker used on the job.

The hand puppets in every kit are used to talk to reticent children who respond poorly or not at all to adults. Even the shyest child responds to the puppets. The puppets bring forth a spontaneous response because of their appearance, voice and unrelatedness to adults - adults like teachers that one has to be wary of.

The kind of response brought forth by the provocative materials of the Peabody Kit, will enable the classroom teacher to develop language and initiate verbal response from even the most inactive, non-verbal child. The average child will improve his language structure, enlarge his vocabulary, and extend his comprehension.

No. 105- Judy Graham

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PRE-SCHOOL SCREENING

During the Spring of 1968, the pre-schoolers at Mark Twain, District #63, were all tested with the Marianne Frostig Developmental Test of Visual Perception, and a questionnaire, included with this paper, was filled out by the enrolling parents. The results showed that the children who were screened out as having future difficulties did indeed become the referred children in the Fall Kindergarten class. The teachers who referred the children did not have prior knowledge of the test results until after the children had been referred.

I believe that even though a test like the Frostig is limited, it would seem that gross screening, at least, could be done in any pre-school testing program that was adequate.

The purposes of this screening were to:

(1) pick out children that need special curriculum planning - individual programming;

(2) detect children that need 1-1 special services remediation.

The instruments used for screening were the:
Marianne Frostig Developmental Test of Visual Perception
and
the attached Parent Questionnaire.

The screening resulted in the identification of Gross-serious, obvious problems -

and Subtle problems - picking up problems that show a direction or future prediction.

Advantages of this screening seem to be:

(1) ability to set up program before school starts-ordering materials, tests, curriculum projects;

(2) serious problems coded for special services.

Disadvantages of the screening were considered to be:

(1) errors of screening

(2) immaturity - fearfulness of young pre-school child in a strange setting.

The author would recommend pre-school testing for placement and better diagnostic and early identification information.

In future screening it would be advisable to include:

(1) Eye and ear exam - nurse getting full medical history.

(2) Physical Education instructor testing for motor coordination.
(3) Speech teacher - testing for language development and articulation.
(4) Social Worker - family social history.
(5) Diagnostician - educational evaluation.

No. 106 - Judy Graham

Maine Township
Diagnostic and Remedial Learning Centers

Title III ESEA

Thomas V. Telder
Director

33 South Prospect Avenue
Park Ridge, Illinois 60068
Telephone: 692-4222

April 8, 1968

Dear Parents,

Attached is a pre-kindergarten questionnaire which was produced by the Maine Township Diagnostic and Remedial Learning Center as an aid in developing educational programs in which the child will have a better opportunity to perform at the level of his potential capability. In order to accomplish this task it is felt that comprehensive, developmental information about your child is necessary.

To make this data meaningful and worthwhile we request your cooperation even though we are presenting it to you on the basis of voluntary participation.

Any in-depth understanding of a child is a cooperative venture between home and school.

Your consideration will be greatly appreciated.

Sincerely,

Thomas V. Telder

Thomas V. Telder
Director

TVT:eb
encl.

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 SO. PROSPECT AVE.
PARK RIDGE, ILLINOIS

CONFIDENTIAL

Place an X in front of all statements that pertain to your child - answer fully where necessary.

CHILD'S NAME:

PARENT'S NAME:

____Married ____Separated

ADDRESS:

____Divorced

TELEPHONE NUMBER:

AGE OF CHILD ______

SEX _____ WEIGHT AT BIRTH _____

BIRTH ORDER

____Adopted ____Foster

_____ oldest

_____ middle

_____ youngest

_____ only child

_____ how many children older

_____ how many children younger

PREGNANCY

_____ Normal

_____ Abnormal

_____ Other, explain

COMPLAINTS

_____ German Measles - 1st 6 - 12 weeks of pregnancy

_____ RH factor

_____ Toxemia

_____ Fever _____ Infection

DELIVERY

_____ Normal

_____ Abnormal _____ explain

INVOLVEMENT

_____ Breech birth

_____ Cephalic presentation

_____ Instrument birth _____ Birth injury

BIRTH PREMATURE (weight under 5 lbs.)

_____ how many weeks early

_____ child given oxygen in first week

APPEARANCE OF CHILD DURING FIRST FEW WEEKS AFTER BIRTH

_____ Pale, delicate looking

_____ Unusually healthy

_____ Average

UNUSUAL CONDITIONS OF BIRTH, INFANCY, EARLY CHILDHOOD

_____ Blindness, _____ Cataract, _____ Cerebral Palsy,

_____ Epilepsy, _____ Brain Injury, _____ Skull Fracture,

_____ Concussion, _____ Seizures, _____ Convulsions,

_____ Blue Baby, _____ Very High Fever, _____ Infections,

_____ Rheumatoid Arthritis, _____ Allergies, _____ Unconscious from a fall,

_____ Asthma, _____ Encephalitis, _____ Jaundice,

_____ Cleft Palate, _____ Other, explain

BABY'S HEALTH IN FIRST 3 MONTHS

_____ Excellent health, no problems

_____ Respiration (frequent infections) _____ other

SKIN

_____ Rashes _____ Infection _____ Allergy _____ other

FEEDING

_____ Learning to suck _____ colic _____ vomiting _____ other

ELIMINATION

_____ Diarrhea _____ Constipation _____ other

Has the child had an electroencephalogram (EEG)? _____ Yes _____ No

Has the child had a neurological evaluation? _____ Yes _____ No.

_____ When ______________Where

_____ Yes, considered normal

_____ Yes, considered borderline

_____ Yes, considered abnormal

_____ Yes, but don't know results

_____ No

_____ Don't know or don't know results

At what age did child learn to walk alone?

_____ 8 - 12 mo.

_____ 13 - 15 mo.

_____ 16 - 18 mo.

_____ 19 - 24 mo.

_____ 25 - 36 mo.

_____ 37 mo. or later

Before age 2, did child ever imitate another person?

_____ Yes, waved "bye-bye"

_____ Yes, played "pat-a-cake"

_____ Yes, other - explain.

Before age 3, did child have an unusually good memory?

_____ Very good memory for songs, rhymes, T.V. commercials, words

_____ Very good memory for names, places, routes, etc..

_____ No evidence for very good memory

_____ Rather poor memory

(AGE 3 - 5) How well physically coordinated is the child running, walking, balancing, skipping, hopping, climbing?

_____ Unusually graceful

_____ Average

_____ Somewhat below average, poor in what area? ______________________

(AGE 3 - 5) How skillful is the child in doing fine work with his fingers, such as stringing beads or playing with small objects?

_____ Exceptionally skillful

_____ Average

_____ A little awkward

_____ Very awkward

(AGE 3 - 5) How does child usually react to being interrupted at what he is doing?

_____ Rarely or never gets upset

_____ Mildly upset

_____ Gets very upset

(AGE 3 - 5) Is the child destructive? _____ with objects, materials

_____ Yes, a definite problem

_____ Not deliberately destructive

_____ Not especially destructive

(AGE 3 - 5) Is the child extremely fearful?

_____ Yes, of strangers or certain people

_____ Yes, of animals, noises, or objects

_____ Nightmares

_____ Talking in sleep

_____ Walking in sleep

_____ Only normal fearfulness

_____ Seems unusually bold and free of fear

_____ Child ignores or is unaware of fearsome objects

(AGE 3 - 5) Is child very active?

_____ Hyperactive, constantly moving

_____ Hypoactive, sits quietly for long periods of time

_____ Average activity

(AGE 3 - 5) Does he fall or get hurt in running or climbing?

_____ Tends toward falling or injury

_____ Average

_____ Never, or almost never, falls

_____ Surprisingly safe

(AGE 3 - 5) Is there a problem in that the child hits, pinches, bites or otherwise injures himself or others?

_____ Yes, self only

_____ Yes, others only

_____ Yes, self and others

_____ No, (not a problem)

At what age did child say first words?

_____ 4 - 8 mo.

_____ 8 - 12 mo.

_____ 13 - 15 mo.

_____ 16 - 24 mo.

_____ 2 - 3 yrs.

_____ 3 - 4 yrs.

_____ After 4 yrs. old

Complete sentences?

_____ 8 - 12 mo.

_____ 13 - 15 mo.

_____ 16 - 24 mo.

_____ 2 - 3 yrs.

_____ 3 - 4 yrs.

_____ After 4 yrs.

(BEFORE AGE 5) Can child understand what you say to him, follow directions, answer you?

_____ Yes, understands very well

_____ Yes, understands fairly well

_____ Understands a little, if you repeat

_____ Very little or no understanding

At what age did child begin bowel training?

_____ 6 - 9 mo.

_____ 9 - 12 mo.

_____ 1 - 2 yr.

_____ 2 - 3 yr.

_____ 3 - 4 yr.

_____ 5 yr.

_____ Age when trained

_____ Age when dry day and night

_____ Has child returned to wetting or soiling at any time since?

_____ Explain situation

Does child use right - left hand?

_____ Always right-handed

_____ Always left-handed

_____ Uses both left and right hand interchangeably

_____ Parent tried to change left-hand to right-hand

_____ Awkward or uneven use of hand

Speech, memory, language

_____ Speaks distinctly

_____ Speech problem, explain

_____ Knows full name

_____ Knows home address

_____ Knows telephone number

_____ Knows birthdate

_____ Speaks another language, other than English, at home _______ explain

Behavier Characteristics

_____ Temper tantrums

_____ Passive, easy going

_____ Tense, hyperactive

_____ Impulsive

_____ Slow moving, lacks spontaneity

_____ Quiet, shy

_____ Distractible

_____ Agile and graceful

_____ Excessive weeping without due cause

_____ Insistence on sameness, fear of change

_____ Ritualistic, exact place for things in the environment, repetitive behavior.

SOCIAL

_____ Plays well with his peer group

_____ Prefers to play alone

_____ Gets along well in his family role

_____ Fights continuously with brothers and sisters

_____ Is fearful of strangers

_____ Can talk out in a group situation

TYPES OF DISCIPLINE AND PUNISHMENT USED BY PARENTS

_____ Isolation

_____ Scolding

_____ Spanking

_____ Verbal downgrading

_____ Send to bed

_____ Reasoning

_____ Reward for good behavior

_____Used frequently _____ Name types

_____Used infrequently _____ Name types

DEVELOPMENTAL SKILLS

_____ Uses pencils, crayons, paints

_____ Manipulative clay

_____ Uses scissors

_____ Can work with hammer, nails, tools

_____ Looks at books, pretends to read

_____ Plays with blocks

_____ Plays with dolls, animals, plays "house", plays with trucks, cars

RESPONSIBILITIES IN THE HOME

_____ Cares for pets

_____ Has musical lessons to practice

_____ Sets table _____ clears table

_____ Takes out garbage

_____ Hangs up clothes

_____ Puts dirty clothes in laundry

_____ Puts toys away

_____ Makes own bed

_____ Others, explain

ADDITIONAL COMMENTS YOU FEEL WOULD BE PERTINENT.

FOR PARENTS TO HELP IN APPRAISING READINESS FOR KINDERGARTEN

CAN YOUR CHILD: YES NO

1. Listen to a story and answer simple questions about it?
2. Draw and color beyond a simple scribble?
3. Tie a knot?
4. Zip or button his coat?
5. Walk backward on a line?
6. Stand on one foot for 10 seconds?
7. Alternate feet walking down stairs?
8. Walk a straight line?
9. Fasten buttons?
10. Tell left hand from right?
11. Take care of his toilet needs by himself? Observe health rules?
12. Travel alone in the neighborhood (2 blocks) to school, store, playground, or to friends home?
13. Be away from you 2 - 3 hours without being upset?
14. Cross a residential street safely?
15. Repeat a series of numbers (4)?
16. Remember two or three instructions? Follow your directions?
17. Draw or copy a square, circle, triangle?

DOES YOUR CHILD:

18. Look at books, magazines and newspapers?
19. Pretend to read?
20. Fear going to school?
21. Ask when he will go to school, how much longer it will be?
22. Look forward to going to school because of your enthusiasm for the total school environment and for the enrichment of particular experiences you may have had at his age?

Judith Graham, Teacher Consultant
Remedial Learning Center, Mark Twain School
East Maine School District No. 63

With help from:

The School Readiness Checklist,
Livonia, Michigan

Dr. Bernard Rimland,
Meredith Publishing Co.

MAINE TOWNSHIP
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DEVELOPMENTAL FIRST GRADE

A developmental or readiness first grade was established at Mark Twain with a maximum of 15 children. Referrals were made on the basis of classroom teacher evaluation and diagnosis by the Remedial Learning Center team.

The teacher-consultant inundated the room with special materials, after the intensive demonstration of said materials. The teacher was given support and counsel through the teacher-consultant. All of the children were worked with separately and remedially through the Title III team. Pre and post-testing was done with the entire class. An intensive battery of tests was used for all of the children in this class.

A high percentage of the 15 first grade children were to be integrated into a regular second grade class in the fall of 1969, establishing the success of early intensive remediation.

Because of the success of this class a second grade class with only 15 children was to be established in the fall of 1969. I spent a full day observing the special class. There were 12 children in attendance that day. Three children were at each of four desks. They were set in a square. Some of the children were working on seat work. There were pictures to be made after the word was fully diagnosed by the child. If he realized the vocabulary word, he then went on and made the picture of what the word meant. This was the end of the year, and children were working at several levels. There was one formal oral reading group. Four children were working at seat work using reading vocabulary; four children were working at seat work using word recognition. See Dick. Help him. Help. Three children were working on seat work requiring identification of the word with the picture. The balance beam was out in the room, on the carpet. It was used only during play period. Conversation was going on at the tables, quiet and undisturbing to other peers. Alphabet cards displayed with large pictures signifying each letter symbol. There was an experience chart showing collective story groups made up about field trips that had been taken. Children who needed reassurance were given it patiently and often repeatedly by the teacher. Children walked around the room informally, using the necessary materials with ease and security. The children stapled their own papers when they had completed their assignments, showing freedom and independence, handling this very well.

The children knew what projects came next and moved into the next activity without interruption or need of instructions from the teacher. In the informal reading group, the use of new vocabulary was helped in this way. You are to use the particular word in a sentence. The four words were: father, mother, you and can. There was language development necessary on a very basic level. There were some of the children, two in number, who were extremely hyperactive. The teacher handled this very wisely and well. The child was asked please to put his feet on the floor and try to sit quietly until the lesson was over. The way in which the teacher handled it showed the child that she had confidence in his ability to stop the hyper-activity and begin again with renewed patience and independence in his own work. The teacher, with a reassuring look or a touch on his arm, would be enough to reassure him and make him go on. A ditto machine was kept in the room. This was to enable the teacher to make her runoff very quickly, even while the children were busy at another task in the room.

A family living unit had been studied through the year. There were pictures and charts appropriate to this unit. There was also a chart for opposites and sequencing. There were many pictures done by the children - now, showing more detail and signs of maturity because it was later in the year. The figures were more easily represented and you could recognize what the child had intended to make.

While the teacher was busy working with three children at the reading table the other nine children worked on seat work, or were drawing, or were in the play corner. In conclusion, I would say the difference between this room and a classroom in any school was the fact that the teacher had displayed confidence in these children, and by this time in the year they were able to work much more independently. You realize that at first they were very dependent upon the teacher, but she had slowly weaned them away to independence. It was an informal class. It was a comfortable class. It was a secure class. A great deal of learning was going on in a very pleasant, free, yet structured atmosphere.

No. 107 - Judy Graham

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IDEAS FOR INNOVATIVE IN-SERVICE IN THE ELEMENTARY & JR. HIGH SCHOOLS

The following is a list of recommendations for in-service training. These ideas are based on our experiences in working with teachers, administrators, specialists, parents and children.

I. Meetings involving disciplines of special services should be organized to facilitate communication. In-service open communication meetings can be helpful if established within the school system.

II. Demonostration teaching: Teachers trained in the use of special equipment, materials, or methods (such as, Controlled reader, Tach-X, Peabody Kits, etc.) can greatly help other teachers through demonstrations with children in the classroom.

III. In-service demonstrations using diagnostic tests with a child and/or discussing the meaning of specific test information will aid teachers in planning programs for the child with learning problems.

IV. How to remediate children within the classroom is a much needed in-service activity. District representatives from every school should learn how to determine the types of remedial activities needed and how to work these into the classroom setting.

V. Teachers need to learn to communicate with and effectively use specialists. Psychologists, psychiatrists, optometrists, neurologists, social workers, nurses, etc. must be able to understand the educational program well enough to aid teachers in realistic academic programming. Special teachers, teacher consultants, or other school personnel who can assist with this communication should be utilized for in-service programs in this area and can aid in daily "interpretation" when this is necessary.

VI. Teachers should share with parents at small discussion meetings which are held regularly (weekly or bi-weekly). Effective communication with parents concerning what is happening in the school and how they can help is essential, and both teachers and parents do not feel that present PTA meetings are the answer.

VII. District school meetings by grade level could be devoted to diagnosing actual cases brought in by the teachers and advising an appropriate educational program for each child. The school psychologist, social worker, learning disabilities teacher, reading teacher, or other specialists could act as consultants.

VIII. Meetings with learning disabilities teachers and the head of special services should be designed to share ideas and experiences as well as provide in-service programs from outside specialists. The school districts within Maine Township would benefit from a sharing of ideas and combined meetings which cut across district lines.

IX. Kindergarten teachers can be aided in planning a readiness program for kindergarten children displaying special problems. Consultants from within and outside the district can be used.

X. Regular meetings with teachers of readiness rooms (Developmental 1st grade, etc.) should be devoted to techniques useful in meeting the special needs of children within their rooms. The latest materials as well as effective methods of helping these children should be presented.

XI. Specialists from universities or the surrounding area can meet with specific grade level teachers from the district to give new ideas, stimulate thinking, etc.

XII. Presentations of materials (complete display) for teachers (public and non-public) allows the school personnel to become familiar with what is available to help them teach children and how they can vary the present curriculum.

XIII. Instruct teachers in aides to use in determining auditory and visual strengths and weaknesses and how to use this information in planning for an individual child.

XIV. School administrators and teachers should be aware of the special needs of children within their geographic area. This can be accomplished through meetings such as those held to discuss the sociological review of high density areas with transiency problems.

XV. In-service programs explaining and demonstrating subject area units designed to meet needs of children with learning difficulties have been most successful in giving teachers ideas which they can incorporate into their classrooms.

XVI. Meetings should be held with social workers and other specialists in their respective groups to discuss how they can best serve the children, teachers, and parents within their school district.

XVII. Demonstrations of neurological exams, psychiatric interviews, etc. with students and followed by discussions can aid teachers, administrators and special personnel in understanding the individual child and in seeing the outside "specialist" as a real person who can help.

XVIII. Core meetings--meetings of the teachers who work with the same group of children--to discuss the children's learning abilities and disabilities and how to meet each child's needs can be helpful. A teacher consultant, learning disabilities teacher, or reading teacher may be able to guide the teachers to a better understanding of the child and how to teach him.

No. 108 - Jean Callaghan

3

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SEQUENCE CARDS

Many children need help with the sequencing of ideas, why things are happening as they are, what the reasoning is behind certain events, and what would be the logical finish. Before a child can understand sequencing of events and comprehend meanings in stories he reads, he must be able to understand these experiences on a non-verbal level. Before the words, "The boy grows up to be a man", make sense to a child, the child should be able to understand the order of the pictures depicting this idea.

Many reading readiness books offer series of pictures that can be used to help develop the child's understanding of events and help him sequentialize ideas. These pictures can be cut from the books, individually mounted on construction paper, and even laminated for more permanency. Beginning sets presented to the child should be most obvious, and perhaps only divided into three logical steps; the picture of a baby, a young boy, and a man. The pictures used should be realistic representations and in color, if possible, as black and white pictures are more abstract.

As the child is able to master the simpler sequences, more detailed divisions can be made.

This idea of helping the child with comprehension and sequentialization of ideas can be worked with at the higher level of reading where the written word, even more abstract than the picture, is used to represent ideas. A very simple story with obvious steps can be put on separate cards. The child reads each card, and then puts these in the proper order. As at the non-verbal level, these cards can progress where more subtle differences must be noted to get the correct sequence of ideas.

By using individual cards to present these experiences, both at a non-verbal and verbal level, the child is able to manipulate this material himself. The child's ability to think in logical sequences should improve by the teacher using this material to teach from, and presenting one card and one idea at a time in the proper order. The teacher should teach, test by seeing if the child can do this by himself, and then re-test. With the use of this material, and by teaching, testing and re-teaching when needed, it is hoped that the child will improve in comprehension of ideas and ability to understand experiences in logical order.

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CONCEPT CARDS

Children can be aided in their conceptual development by the use of pictures depicting various aspects of that concept. This concept formation may take place if several pictures are grouped together according to a common factor; or a concept is given and from several pictures those which fit within the concept are separated from those which do not belong. Much of this material is available now in reading readiness books. If these pictures are individually mounted on cards, they can be manipulated by the child himself and used at any grade level. As the child masters and learns at this non-verbal stage, work can then progress to a verbal and reading level.

Work with pictures of concepts asking the child which items go together. This should procede from very obvious groupings to more abstract ones. Beginning pictures might have only three items, two belonging together and one in no way connected with the others. Procede from these simple cards to a more difficult level calling for finer distinctions in order to find the appropriate groupings.

After working with pictures depciting related concepts, the teacher might say the names of these items to the child without showing any pictures, and ask him to tell which items go together. At a higher level, where a child is able to manage the mechanics of reading, he should be able to read material himself and then find the appropriate groupings. Material such as the Harcourt Brace Word Analysis cards offers many suggestions for the teacher.

It has often been found when working with children in the intermediate grades who have adequate reading skills that their ability to conceptualize and think of correct groupings is poor. It is then necessary to work back at the non-verbal level. The problem here is in the conceptual stage, and not at the reading level.

Proceeding to a more difficult level of concept formation, cards and material can be prepared so that the child is asked which item pictured or said is different from the others shown. It requires a higher level of understanding to pull out of a group of items that quality which is common to all, and select the remaining picture that is different.

It is often possible to help a child with the thought processes necessary for a solution of the problem by discussing these pictures verbally. This help in finding relationships common to all and what is different, should be beneficial to the child in his concept formation and his organizational abilities.
#110 - Shirley Schechtman

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SUGGESTIONS FOR THE USE OF THE ELECTRONICS FUTURE INC. MACHINE

A series of programmed cards can be prepared for the EFI machines. These cards may be so prepared that they will suit the individual needs of the children.

Material was assembled for a small group of first grade children having similar problems in auditory discrimination and auditory memory. These auditory problems were also evident at the comprehension level, for with poor discrimination and memory, it was natural that their vocabulary would be low.

Cards were prepared to provide material for work in auditory discrimination. Rhyming words and accompanying pictures were presented on the cards. These words stressed different beginning sounds, but had the same endings (bake - cake). Another group of cards contain words with the same beginning but changes in the final consonant sound only (bone - boat). A third set contains words with the same initial and final consonant sounds with changes in the medial vowel sounds (beet - boat).

The child looks at the card; sees the pictures of the two items; and hears the name of one of the two pictures on the card. He must select the picture that goes with the word and then give the word for the other picture. In this way, the visual clue should help in pointing out the differences in sounds. "Do boat and boot sound the same? Are they the same things?" With this approach, vocabulary is also stressed for if the child has not heard the word before or is familiar with the picture and does not know its name, the use of these cards may help increase his knowledge of words and their meanings.

Listening to a sentence associated with a picture, "The boy is holding a boat," and then repeating it is an exercise that can be used to develop auditory memory. Many children with auditory memory problems show difficulty with the formation of language, and grammatical errors are noted in their language.

To aid with these syntactical problems and improve sentence formation, a sentence pattern can be said using one of the words illustrated, "The boy is holding a boat." The child is then asked to use this pattern with the other word shown, "The boy is holding a boat." If repeated with a series of cards, it is hoped this pattern will be more familiar to the child and errors in grammar will be corrected. If a particular error is noted in the child's spoken language, such as use of plurals, irregular plurals, irregular verbs or verb tenses, cards should be programmed to aid with these difficulties.

At a more advanced level, the child can originate his own sentence using the word illustrated. The teacher can help with the sentence formation by asking leading questions. "What, where, when, who and why," are key words to use to encourage oral language stimulation.

The EFI machine, along with the appropriate cards, can thus help memory, work on sentence formation, develop vocabulary and improve auditory discrimination skills.

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WRITTEN LANGUAGE

Children in the intermediate and upper grades may exhibit problems in formulating their ideas in written language. Problems in written language will occur when the child has difficulty with reading or speaking; so adequate written language does require intact abilities in these areas. However, some children may read well and speak fluently, but since written language requires the integration of both oral and reading language skills, they may still be unable to express their ideas in written form.

What are some of the disorders that are found in written language? As a teacher looks at a child's written work, she should note the following: (1) handwriting - formation and spacing of letters; (2) spelling errors(3)the amount produced and the use and variety of words, (4) sentence structure, correct syntactical forms,proper punctuation, types of constructions used, and (5) ideation, how concrete or abstract the ideas expressed are.

(1) Handwriting, the formation and spacing of letters.
Problems in formation of letters may be due to poor coordination in the motor areas; difficulty with fine motor control. However, poor letter formation may result from an inability to recall the patterns for making the letters. To determine the cause of the handwriting problem, ask the child to copy a short story. Analyze the quality of the work to determine whether the child has the correct patterns and sequences in forming the letters, or whether there are just general fine-motor coordination problems.

If the problem is poor memory for letter formation, have available a chart showing the letters and the procedures for making these. Offer verbal clues for the formation of letters.

If the problem is one of fine motor control, work to develop complete letters in small steps. Verbal clues to help with this formation can also be given."Start at the line, go half-way up, etc.,"repeated again and again may aid the child in his control. Have the child trace or work within a stencil so that proper motor patterns can be set up.

(2) Spelling errors.
Note the patterns of errors in the child's work. Reversals in letters, "b,d,p and q," confusion of "m" and "n", "N" and "u" may be noted. These errors may result from visual perceptual difficulties.

If the child has problems with sightwords, visual memory may be low. If phonetic words are misspelled, this child may be having difficulty with word attack skills and have reading problems also.

When multi-syllable words are misspelled, this may be due to sequencing difficulties resulting from poor auditory or visual memory. For example, the child may be able to spell one syllable words but show confusion when presented with longer words.

Correction of spelling errors should relate to the deficiency noted. Attempt to improve, as needed, visual perception, memory difficulties, and sequencing. As the child learns to read a word he should be asked to spell it. Great emphasis should be placed on syllabication, relating sound units he hears to sight patterns he writes.

(3) The amount produced and the use of words.
The length and complexity of the story is indicative of the child's ability to use language. An adequate number of words is essential for communication.

The child's low productivity may be related to his inability to recall specific words. This may serve as a clue to memory problems.

Attempt to increase a child's productivity by asking certain leading questions such as "Why, when, where, who, what, how". Also ask the child to elaborate simple sentences. Example: The rain fell gently. The summer rain fell gently.

Offer the child a context to work from; activities related to immediate experience. A picture with many details may offer more suggestions than a mere line drawing. In beginning steps, have the child merely complete a sentence that has been started.

If, attempting to improve the child's ability to recall specific words, place stress on listing of objects in the picture, or filling in the blanks using sentences related to the picture shown.

A series of pictures depicting a story may be presented. The child can then be encouraged to write about each picture in the correct order, and a longer story may result. Another activity would be to present the child with a series of words to be incorporated into a story. Also highly motivating is the assignment to keep a diary. At the highest level the child should first be asked to write a story about a picture; and later to write a story about an assigned topic.

(4) Sentence structure and types of sentences used, correct syntactical form, proper punctuation.

Analyze a child's written work. Determine the types of syntactical errors he makes most often and the consistency or pattern of these errors. He may need to learn or review some or all of the following areas:

1. The identification of various types of sentences and how to punctuate them (example: declarative, interogative, exclamation).
2. Simple rules dealing with capitalization.
3. The rules for forming and using irregular plurals and verbs.
4. How to avoid excessive use of functional words such as "and", "the", "but",.
5. Exercises in proofreading to discover his own errors.
6. Rules for identifiying paragraphs and writing in paragraph form.
7. Telling a story in the correct sequence.

Work sheets can be designed to meet the child's specific needs. Appropriate exercises can be selected from available workbooks-worksheets which stress a particular deficit area. Remediation should stress only one skill - until the skill has been developed. As the child learns each new principle he should be expected to use this learning as he progresses to other skills.

If the child has difficulty with punctuation, present him with a worksheet on which no punctuation is marked. Have him correct this sheet using a correct copy as a guide. Have him repeat the exercise without a guide.

To help with correct sequencing, give individual words on index cards which he must arrange to form a sentence. Progressing from the organization of words into sentences, the child should be taught to organize sentences into a logical short paragraph.

In teaching irregular plurals and verbs, practice and repetition of the correct form is essential. Help the child correct errors in sentences presented to him. Example: "I brang my lunch to school." Work on this particular verb tense until it has been learned.

At all times the teacher must show the child the correct form, then ask him to copy this pattern and finally ask him to produce it by himself. The logical sequence in teaching is to require the child to recognize what is correct (multiple-choice exercises) before he is asked to recall the correct pattern.

(5) Ideation - Present the child with a picture and ask him to write a story. Analyze the content of the story, the concreteness of the story. Has the child merely described the picture; has he made up a story around the picture; does he give the characters personality and feelings; does the action go beyond the immediate situation in the picture?

Motivation to think more creatively can be increased using several techniques. First ask the child leading questions about a picture or situation. Read the child a beginning of a story and ask him to finish it. Or, give the child several words to use in making up a story. Another motivating exercise to have the child pick a title, and then write a story to go with the title. (Example: The Amazing Flying Carpet; Lost in the Woods.)

Written language is an area most often neglected in the classroom. Many children read and spell well but need practice to integrate these abilities and develop writing skills. Because of the recent emphasis on work book activities, fill in the blanks, circle the right answer, written language becomes a difficult, often deficient area for children. The teacher should attempt to improve the area of written language within a logical, continuing program.

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BRIEF DISCUSSION ON ANALYZING READING PROBLEMS

Objective test results offer information that can tell a teacher at what level a child is reading. However, the reasons why a child is not reading and is performing lower than would be expected is not often available from these objective results. A teacher must consider the child's overall intelligence and whether or not there are any visual or auditory acuity problems. When these factors are considered within normal range and emotional problems do not appear to be the primary deterrent to reading, the teacher must ask how is the child reading. This information may be obtainable from diagnostic test results, but often most depends on or involves direct observation of the student. This child should benefit from applying objective methods to the description, evaluation and modification of his learning skills.

Each child presents a problem with his own characteristics. As the teacher works with this child, she must adjust her approach rather than expect this child to adjust to any rigid method of teaching. This child has not been able to learn in a large group setting with the approach used. Therefore, the approach used must differ with the way this child must learn.

Intelligence tests attempting to assess the factors necessary for general learning may give helpful information. Often, low scores on subtests on the Wechsler Intelligence Scale for Children (WISC) or individual parts of the Illinois Test for Psycholinguistic Abilities (ITPA) can be analyzed. Why does the child not perform on these tests? What are the factors necessary for doing well, and if the child does well on some parts and poorly on others, what might the reasons be? It is then interesting to determine if these deterrents may be the cause for poor reading.

Diagnostic reading tests are also available and should offer much valuable information. These tests can tell the teacher in what areas the child may be having difficulty.

Each child should be given both a silent reading test and an oral reading examination. Oral reading, without requiring comprehension, can be assessed. Does the child get the sight words, and miss phonetic words, appearing to depend mainly on general configuration? Does the child make a mistake and go on quickly, not even aware of his error? Does he lack any consistent method of attack?

Many children do well in oral reading, in decoding of both sight and regular phonetic words. For these children who are able to grasp the mechanics of reading, yet have low scores on silent reading vocabulary and comprehension tests, the problem probably lies not in the mechanics of reading but in the comprehension of language. Reading is but a visual symbol system imposed on knowledge of spoken language. These same children will most often do poorly when the teacher does the reading and asks the child to tell the answer. Problems in the decoding of words, the mechanics of reading, are not involved here.

A test to measure knowledge of vocabulary, not requiring reading, such as the Peabody or the Ammons, may be useful in this case. Vocabulary, comprehension and similarities sub-tests or the WISC can be checked. The child often will show lower areas here. This child has word-calling ability, but not comprehension.

In this case, remediation should stress meaning of language, attempt to develop comprehension and inferential reasoning. Books stressing phonics or the mechanics of reading, are not what this child needs. He would rather benefit more from material stressing meaning, inferring from context. Perhaps this child needs help in the correct phrasing and emphasis in his reading. He might practice reading on a tape recorder and listening to his presentation.

If problems lie in the mechanics of reading and the child shows difficulty decoding words, further analysis should be done to determine these reasons. Much of reading depends on visual memory skills. As the child learns to analyze a word, he should be able to hold this word and be able to say it when he sees it and not be forced to sound it out again each time he sees it. Many of these children are quite adept at phonetic analysis but most often miss familiar sight words and are slow, laborious readers. Attempts here should be to improve visual memory difficulties. Work using the words and reading material itself for there is little evidence that improvement in visual memory in other non-related areas will transfer to reading skills.

A further analysis should be made of the skills necessary for reading. Does the child know the sounds but have difficulty with blending skills? Improving this one area may result in better reading skills. Does the child read one syllable words but has problems with multisyllabic words? Work here should be the rules and application of syllabication, using these both in reading and spelling. Select multisyllable, phonetic words from the child's sight vocabulary.

If no formal reading diagnostic test is available, a teacher might listen to a child read and note the types of errors made. How does he go about attacking a new word he does not know? Again, analyze an informal spelling test. Does the child demonstrate adequate phonetic skills but the sight words are misspelled? Is there some relationship between a sound and its symbol when spelling? Children showing problems with visual memory will often spell "thay" for "they." It is evident that a child with adequate oral reading who spells "atri" for "enter" has no idea of the connection between a sound heard and its printed symbol, no auditory-visual representation, and is merely reading on a sight basis.

To summarize, a child's low score on a reading achievement test may be due to many problems. The teacher should first assess whether the basic problem is in comphrenesion of the material or difficulty in decoding the printed word. If the deficiency is in the mechanics of reading, determine whether the child has the phonetic skills but can only do these in isolation and does not relate these when reading. Is there a memory difficulty where the child is able to decode the word but does not retain it? Must he sound out each word each time he sees it? Work here would be to improve visual memory, flash phrases, rapid recognition of many sight words and common word parts.

On the other hand, the teacher must determine if the child can read and spell many familiar sight words but has difficulty analyzing or applying phonetic skills to new words. Teaching spelling, along with reading, should be helpful in demonstrating how certain sounds are represented visually.

A text from a linguistic series employing a consistent phonetic pattern should be used. Much work on syllabication should be done, working with both spelling and reading of these words at the same time.

The method of teaching reading must be modified according to the child's pattern of deficits and integrities. It is therefore important that the teacher realize not only the level at which the child is reading, but the underlying problems causing the difficulty.

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TRANSFER OF INFORMATION
ELEMENTARY TO JUNIOR HIGH SCHOOL

Transfer of information regarding children who have been identified as having specific problems in academic achievement is of utmost importance if proper instruction and curriculum revision is to be implemented at the junior high school.

Elementary school teachers and reading coordinators come in sustained daily contact with pupils who are having problems in achievement; they know how the child performs and can suggest what type of program the child needs. Junior high school counselors, reading teachers and academic subject area teachers need to be appraised of students' specific problems if they are to plan a suitable program for the students.

Procedures for articulation between elementary school and junior high school is as follows:

1. Contact was established with the elementary school through the junior high school counselors and the Title III teacher consultant. Reading coordinators in the elementary schools collected requested information for the junior high school.

2. A meeting of the sixth grade teachers, elementary school reading coordinators, junior high counselors, and junior high reading teachers was conducted by the Title III representatives to discuss transfer of information. This interaction allowed communication between all the elementary schools and the junior high school in the district.

3. Several forms were used in transfer of information.

   Reading - Coordinators forwarded reading folders of pupils they had tested and had seen for remediation.

The information forms used were designed by the counselors, reading teachers and Title III representative.

The Counselor Information Form I was completed by the sixth grade teachers on all in-coming junior high students. The information on this form enables the counselor to note the instructional level of reading and academic strengths and weaknesses of all students.

The Counselor Information Sheet II was completed by sixth grade teachers regarding students experiencing problems in the area of personal and social adjustment. Comments provoked by these questions are similar to "capsule comments" often found in cumulative folders.

The Evaluation Form was used to identify pupils who are achieving two years below grade level due to reading deficiencies and problems in written expression. This form will be used by the junior high reading teachers. They will explain the information to the child's academic team of teachers in an effort to provide a program to meet the child's needs. Comments on this form give the teachers important information regarding how the child performs in the classroom: can he pay attention?, does he complete boardwork?, is he better in oral work than written? etc.

This open interchange of information between elementary schools and the junior high school personnel should prove very helpful in meeting the needs of students who are experiencing problems in academic areas.

It is advisable that this articulation be continued in the future.

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EAST MAINE JUNIOR HIGH SCHOOL

COUNSELOR INFORMATION SHEET I

Name:__________________________________

School:________________________________

Teacher:_______________________________

I. Approximate instructional level of reading_____________

II. Suggested Placement in Academic areas (high-above grade level; low-2 years below grade level)

Check one:

high___________ Average __________ low________

III. Strongest Academic areas (note special achievement)

____

____

____

IV. Weakest Academic areas

____

____

V. Areas of interest (sports, music, art, hobby, note outstanding achievements)

____

____

____

VI. Responsibility, Study Habits (Please answer questions yes or no)

Completes required assignments________________
Takes initiative to do more than is required_________
Works well independently____________
Works well in group situation____________
Needs prodding to complete required work__________

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EAST MAINE JUNIOR HIGH SCHOOL

COUNSELOR INFORMATION SHEET II

Student's Name________________________

Teacher______________________________

School_______________________________

Male_______ Female________

Please be as specific as possible when answering any of the questions below.

In your opinion, would this student benefit from any type of special placement? (Includes teacher personality, sex or placement to minimize a physical defect).

Have you observed this child having problems in the areas of adjustment learning and for personal-social problems? If so, please explain.

Has this child ever had any special referrals? (Speech, reading, social worker, family service, psychological testing?)

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East Maine Junior High School

EVALUATION FORM
(Students Performing Two Years or More Below Grade Level)

Student:________________________ Teacher:________________________

School: ________________________ Reading Tchr:___________________

April, 1969

I. Learning Abilities
Please describe child's problems in the following areas.

A. Attention and Following Directions (Ability to listen, when is student attentive?, can he follow directions - written, oral, etc.?)

B. Accuracy (Proofreading, understanding requirements, recognizing mistakes, etc.)

C. Written Expression
Check deficits

_____ clarity
_____ organization of paragraphs
    _____ sequence   _____ punctuation
    _____ topic sentence
_____ Sentence structure
_____ format (title, heading, etc.)
Comments: (re. grammar, usage, etc.)

D. Spelling
Check deficits

_____ cannot spell phonetically
_____ omits letters, vowels from syllables
_____ spells basic words incorrectly (where, there, were, which, etc.)
_____ sequence of letters
_____ cannot apply basic rules

Comments:

E. Handwriting
Check problems in writing

_____ extremely slow
_____ makes mistakes in copying
_____ illegible writing
_____ mistakes in letter formation (m, n)

Comments:

II. Subject Matter Areas (Science, Math, Social Studies)
Comments pertaining to specific problems:

III. Evaluation of Reading Skills

A. Word Attack Skills
What specific skills need to be mastered?
(Example: vowel combinations ou, ea, rules for long and short vowel sounds, syllabication, etc.)

1. Phonics Skills

A. Word Attack Skills - Continued

2. Structural Analysis (word ending, prefixes, etc.)

3. Word Meaning (Multiple meanings, abstract words, etc.)

4. Dictionary Skills

B. Comprehension Skills

1. Getting the Meaning (Does he know what he reads? main idea, reading to answer questions, drawing conclusions, inferences, etc.)

2. Locating Information (finding the answer, writing reports)

3. Use of reference materials

4. Ready to organize (outlines, note taking)

5. Rate of Comprehension (slow)

IV. Specific Problems in Learning
Check Weaknesses:

_____ Auditory discrimination
_____ Visual discrimination
_____ Audio-Visual Association
_____ Auditory memory
_____ Visual Memory
_____ Concept formation

Comments:

V. Suggestions for adjustment in curic/or instruction. (Should he be asked to copy, take notes, do reports?, does he need oral approach?)

VI. Materials Used in Remediation
Inst. Level of Materials________
Please check the materials used:
_____ McCall Crabbs: Level A___ B___ C___ D___
_____ Gates Peardon: Elementary___ Intermediate___
    _____ Remembering Details
    _____ What Is The Story About?
_____ Reader's Digest Skill Builders
    _____ Original _____New
_____ SRA Lab.
    Level _____
_____ Advanced Skills in Reading - MacMillan
    ____I ____II ____III
_____ Barnell Loft
    _____ Following Directions Level ______
    _____ Using Context ______
    _____ Locating the Answer ______
    _____ Working with Sounds ______
    _____ Getting the Facts ______
_____ Lyons and Carnahan - Phonics We Use
    ______Book A____ B____ C____ D____ E____
    ____
_____ Continental Press - Level______
Basal Text Used:____________________________________

Other Materials Used:

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LISTENING SKILLS

Rationale for program:

Numerous teachers have expressed a need for a program designed to provide instruction for improvement of listening skills at the junior high school level. Students are required to listen to lectures and take notes in their classes. Many students need instruction on how to listen to obtain the important details of a speaker's presentation. Assignments require students to listen to directions and follow them precisely. Many students are unable to complete assignments correctly because they do not know how to listen carefully for instructions. Students with learning problems in the visual areas necessarily have to depend upon their listening skills to learn successfully.

Students need instruction and practice on how to be better listeners in the areas of following directions, listening for details and main ideas.

As teachers use the activities in this program they may see a need for expansion of the program. Tapes to supplement instruction in various reading skills are very helpful. (For example: discerning fact from opinion, syllabication, accent patterns, abstract and concrete words,etc.)

We require students to obtain knowledge through listening; therefore it is necessary to provide instruction in listening skills.

Procedures:

The activities presented here are designed to be used once weekly in a twenty to thirty minute session for approximately ten weeks. The activities are presented on a tape recorder. In using these exercises it was noted that the students "tune in" more readily to the tape recorder because they realize the material will be presented only once.

The program is based upon improving skills in these areas:following directions, listen to details, and listening for the main idea.

The following activities were used by seven language arts and reading teachers in the majority of their classes. An introductory lesson concerning listening skills should be presented. (See attached sheet to be produced on a transparency.) Students are required to correct their own papers and keep a record of their progress. Students are required to write answers for all activities.

Answer sheets are provided for some of the activities. The answers are given on the tape immediately following each activity so the students can correct their own papers.

I. Following Directions

There are five activities included in this section. (See written scripts.) These activities require students to listen to the tape and follow the given directions. Pupils will need writing utensils and paper or answer sheets since they are required to write what they hear on the tape.

II. Classification

There are six activities in this section. Students are required to listen to a list of similar objects and write the category to which they belong.

III. Listening to Details

There are three activities included in this section. Students listen to conversations and are required to answer questions about them.

IV. Listening for the Main Idea

There are four activities included in this section. Students are required to listen to short stories and answer questions about them. Stories are of high interest and discussion following the stories proves to be very interesting for the students. (See attached question sheets.)

The order in which the activities are presented is subject to the discretion of the teacher. It is advisable to begin with the first three activities in following directions since they are less difficult.

Titles of Activities:

I. Following Directions (see written script)
Activities I - Exercises in following directions

II. Classification - (see written script)
Exercises in placing objects into proper categories

III. Listening to Details - Conversations

Source: "When People Talk on the Telephone"
Workbooks A and B by Richard H. Turner
(Teachers College Press)
Teachers College, Columbia University

Activity I - Topic "My Son Was Bitten by a Dog"
Activity II- "Three Tenement Houses of Fire"
Activity III-"We're Sick and Tired of the Noise"

IV. Listening for the Main Idea

Short Stories:

1. "Robot With a Gun"
2. "The Town Where No One Got Off"
3. "The Father"
4. "The Cemetery Path"

Listening Activity
Comprehension
Telephone Conversation

Name ______________________

Period __________ Date ______

Topic: A mother is calling the police to report that her son was bitten by a stray dog.

Characters: Mrs. Matthews
Officer Johnson

Answer the following questions about the telephone conversation you listened to.

1. According to the telephone conversation, who was to be notified besides the police department when a stray dog bites someone?
____

2. How did the doctor treat the boy for the dog bite?
____

3. What did Officer Johnson want Mrs. Matthews to ask everybody in the neighborhood?
____
____

4. What kind of dog bit the boy?
____

5. Why was it so important for the dog that had bitten the boy to be found within 10 days?
____
____

FOLLOW UP ACTIVITY: Write the names of dogs you heard in the list of words.

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Listening Activity
Comprehension
Telephone Conversation

Name ______________________

Date ______________________

Characters: A newspaper reporter, Joe
Sadie, the lady who is taking Joe's calls at the newspaper office.

Topic: The reporter is calling in a story about a terrible fire in a tenement house.

Answer the following questions about the telephone conversation you listened to.

1. How had the fire in the tenement house started?

____

____

2. What did the reporter say about the buildings? Were they safe?

____

____

3. What did the reporter want his boss to write an editorial about?

____

____

FOLLOW UP ACTIVITY: LISTEN TO THE LIST OF WORDS. WRITE DOWN THE NAMES OF BUILDINGS AS YOU HEAR THEM.

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Listening Activity
Telephone Conversation (3)   NAME ______________________

Topic: A man is complaining to a mother about the noise in her apartment.
Characters: Mrs. Marnier and Mr. Pitkin

I. Answer the following questions:

1. Why did Mr. Pitkin telephone Mrs. Marnier?

____

2. What did Mr. Pitkin tell Mrs. Marnier he might have to do if she didn't control her son's running in the apartment?

____

____

3. What was Mrs. Marnier's answer to Mr. Pitkin's complaint?

____

____

4. What did Mrs. Marnier say that she might complain to the landlord about?

____

____

II. Follow up activity: Listen to the list of words. Write down the words that have to do with household furnishings.

1. ____________________ 6. ____________________

2. ____________________ 7. ____________________

3. ____________________ 8. ____________________

4. ____________________ 9. ____________________

5. ____________________ 10. ____________________

Listening for the Main Idea
Activity I

Listening Activities
Comprehension
Story - "Robot With A Gun"

Topic: A robot visits a psychiatrist and demands help

Characters: The robot, and Dr. Newman, the psychiatrist

1. What did the robot do and say after Dr. Newman let him in the office? ______________________________

   ____

2. What did the robot feel his problem was? ______________________________

   ____

3. What had the robot talked about doing to solve his problems before he talked to Dr. Newman? ______________________________

   ____

   ____

4. The story hinted that people and robots sometimes have similar problems. Explain your thoughts on this point.

   ____

   ____

   ____

5. What was the "trick ending" of this science fiction story?

   ____

   ____

   ____

Listening for the Main Idea
Activity II

Comprehension
"The Town Where No One Got Off"
by Ray Bradbury

Name ______________________

Story: A salesman travelling across country on a train gets off at a small town where he knows no one. The old man he meets proves to present an interesting idea.

Characters: Salesman
Passenger - another salesman on the train
The old man

1. Why did the salesman get off the train?

____

____

2. Give a few points that you learned about the old man.

____

____

3. Why did the old man say he was waiting for someone like the salesman to get off of the train? Explain?

____

____

____

4. How did the salesman get out of the trouble he was in?

____

____

5. Did either of the men really want to kill each other? Explain.

____

____

Listening for the Main Idea
Activity III

Comprehension
"The Father"

Name ______________________
Date ______________________

Setting - South America

Story: A poor old man visits his son who has become an army officer. The son rejects his father.
Characters: The father, the son, Manuel Zapata and some soldiers.

1. Describe the father's appearance.

____

____

2. How did the father feel about his son being an officer? Give an example from the story.

____

____

3. Give examples that show the father's determination in seeing his son.

____

____

4. What did the son do when he finally came to see his father?

____

____

____

____

5. How did the story end?

____

____

____

____

Listening for the Main Idea
Activity IV

Comprehension
Story: "The Cemetery Path"

Name ____________________

Characters: Ivan
the lieutenant
the townspeople

Answer the following questions:

1. Describe the type of person Ivan was.

____

____

2. What route did Ivan usually take home each night?

____

____

3. What did the lieutenant challenge Ivan to do?

____

____

4. What would the prize be if he succeeded in the challenge?

____

5. Give one reason why Ivan accepted the lieutenant's offer.

____

____

6. Describe what happened to Ivan. How did he die?

____

____

____

____

____

SELF CONCEPT

Mary Kay Newman

Jane Terwilliger

Ray Imig

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SELF-CONCEPT DEVELOPMENT

Many children experiencing problems in school need a great deal of help in accepting themselves as worthwhile individuals. They blame themselves for their failures and picture themselves as stupid or dumb.

It is necessary to help students build confidence in themselves so that they may be equipped to handle themselves in school and social situations. The attached unit can be used by a classroom teacher, guidance counselor or special services personnel. It provides suggestions for activities to help children with learning problems improve their self concepts. Informal meetings can be held once or twice weekly with a small group of children.

The unit is loosely constructed since the group itself will necessarily lead into their own areas of interest in trying to solve their problems. One of the major objectives of the unit is to provide students with the opportunity to know and understand themselves and obtain a feeling of importance. The bibliography includes references for the group leader as well as books for the children to read and discuss.

If teachers can help students who have problems in school over the difficult hurdle of accepting themselves as worthwhile individuals it will most likely improve the chances of the child's succeeding in a school situation.

UNIT: Self Concept

SUBJECT: Peer Relationship

LEVEL: Six through Eight

UNIT OUTLINE

OBJECTIVE: Self Assessment

QUESTION: "What do others think of me?

ACTIVITY: Check list given to children to be returned to the teacher. This may indicate the tendency of the child's feelings about himself.

OBJECTIVE: Identification of Personality Traits

QUESTION: What do I think of others?

ACTIVITY: Short discussion on what are personality traits? A word list may be drawn from discussion. After discussion colored picture sets will be used. Each individual will attach a trait which he feels best describes the picture. Word list should be used for guide lines in choosing traits.

OBJECTIVE: Relating personality traits to specific individuals

QUESTION: Who are my friends?

ACTIVITY: Using the original picture set each child individually will choose three pictures which best represent his friend figure. Small groups will be organized according to the similar traits chosen and a discussion among children about positive and negative traits will take place.

Inventory can also be given at this time.
"My Best Friend Is"
"My Best Friend Likes"

OBJECTIVE: Evaluation of Desirable and Undesirable Personality Characteristics

QUESTION: Why are they my friends?

ACTIVITY: Large group discussion. Teacher divides black board in two sections. Likable and unlikable traits. As students give traits they like or dislike about people in general, the teacher will write them on the proper section of the board. The group will then decide on the most important ten in both sections of the board.

OBJECTIVE: Child Develops Within Himself His Own Criteria For a Friend

QUESTION: What is a friend?

ACTIVITY: Theme - What is a friend?

OBJECTIVE: Determining with which personality traits the child identifies

QUESTION: Who would I like to have as my friend?

ACTIVITY: Using pictures from a magazine make a small poster of a composite friend.

OBJECTIVE: Achieving further awareness of own personality traits.

QUESTION: Why would I want them as friends?

ACTIVITY: When composite picture is brought in have child write the traits which are illustrated. Teacher will collect and place on board. Privately children evaluate picture and pick one which he would most like to be. Tell the teacher which one. Teacher will arrange role playing groups. Guess which composite is being worked out.

Check list - Junior High School level

OBJECTIVE: How to befriend a person

QUESTION: How can I help others?

ACTIVITY: Unfinished story to be finished by class.

Read a literature story which illustrates how a person has befriended another person. Follow by group discussion.

OBJECTIVE: To have child verbalize feelings about himself.

QUESTION: How can I help myself to have more friends?

ACTIVITY: Individual conferences with pupils and with collected materials.

WHAT DO OTHERS THINK OF ME?

Check the answer that most nearly fits.	Seldom	Usually	Always
1. I am a good sport			
2. I am a good citizen.			
3. I am fair.			
4. I am smart.			
5. I am talented.			
6. I act my age.			
7. I have good ideas.			
8. I get along with others.			
9. I have lots of friends.			
10. I am dependable.			
11. I am honest.			
12. I am trustworthy.			
13. I tell the truth.			
14. I am polite.			
15. I respect others.			
16. I am neat and clean.			
17. I am on time.			
18. I am cheerful.			
19. I am good looking.			
20. I have good judgement.			
21. I am fun to play with.			

	Seldom	Usually	Always
22. I do well in school.			
23. I help others.			
24. I smile a lot.			
25. I have lots of different interests.			
26. I wish I were somebody else.			

WHAT SHOULD CARL DO?

Before school, Don led Carl around the building to the side door - the one that was always locked. Two other boys were there, acting as though something very mysterious were going on.

"What's up" Carl asked.

"Shh, look!" Don Bradford reached out to the door know, turned it, and the door opened.

"See, the lock is broken. Wouldn't the principal have fits if he knew?"

"We discovered it yesterday and came over last night," confided one of the other boys. "Man, did we have fun! We went through every room in the school, and Don even sat in the principal's chair. Was he a riot!"

Carl laughed as he imagined Don, with his wild red hair and his bright green shirt, sitting pompously at the desk where the gray-haired principal usually sat. But then he said, "Gee, shouldn't someone tell the janitor about the broken lock? Somebody else might get in and take things."

Don frowned. "You going to tattle? What do you think we'll do, burn the place down?"

"No, I don't suppose you guys would do any harm, but what if somebody else found out about it - robbers, maybe, or even escaped prisoners."

"No one's going to find out about it unless you go squealing and spoil everything," Don said. "I wish we'd never told you." Don turned his back to the door and started to whistle nonchalantly as a couple of teachers came around the building.

In class that afternoon, Carl stared at the chalkboard without really seeing it. Nobody had ever thought he was a tattletale before, and he had often felt disgusted with kids who went running to the teachers about everything instead of working out problems by themselves.

Carl kept thinking. What could he do about it? Don and the other kids probably wouldn't do anything wrong, but what if they destroyed something by accident? What if somebody destructive got into the school?

Carl kept thinking about it all afternoon. Why should he worry? The janitor would find the lock was broken sooner or later. Yet, if something happened he would feel guilty because he knew about the broken lock.

HE DIDN'T WANT TO SQUEAL ON THE OTHER KIDS .... BUT HE DIDN'T WANT TO KEEP ON WORRYING, EITHER. What should Carl do?

Activities: Self Concept Unit: "What Do I Think of Others?"

1. Have class discuss the story in small groups. Have them come up with an answer based on the majority decision of the group.

2. Do I have friends like Don and the other boys in the story? Are they good friends? Should I try to influence them to do the right thing? Write a brief paragraph answering these questions.

Story is taken from "Unfinished Stories" from the NEA JOURNAL.

Check the following traits that best describe your best friend. If the trait doesn't fit your friend do not check it.

MY BEST FRIEND IS:

___ popular
___ friendly
___ quiet and sincere
___ loud and playful
___ thoughtful
___ considerate
___ happy
___ shy
___ good looking

___ talkative
___ sophisticated
___ good listener
___ neat and clean
___ talented
___ honest
___ generous
___ funny
___ reliable

Check the activities that your best friend likes to do. Do not check the activity if your friend doesn't like it.

MY BEST FRIEND LIKES:

___ reading
___ listening to music
___ playing a musical instrument
___ school
___ sports
___ parties
___ fooling around a lot
___ bicycle riding
___ going to the shopping center
___ babysitting
___ making model toys

___ joke a lot
___ dancing
___ working around the yard
___ doing chores for neighbors on a pay basis
___ watching TV
___ buying clothes
___ singing
___ experimenting with scientific things

Purpose and Procedure:

Class will have discussed friend figures and personality traits by this time. Purpose is to have pupils analyze what their friends are like.

WHAT SHOULD ED DO?

Well, you can't win them all, sighed Ed, the captain of the Wildcats as the final batter struck out. The series was now tied.

At that moment, over walked Ed's problem Number One - Dexter.

"Hey, Ed, I thought I was going to get the new glow in this game," said Dexter, scowling. "How come you gave it to Pete?"

"He asked for it first," Ed said. "You can have it next time."

"I'd better, or I'm not going to be on the team, I'll quit."

Ed walked away and held his temper. Dexter always made the same threat whenever he didn't get his way. And the trouble was that he was the best player on the team and he knew it. He didn't seem to care that he was low man on the totem pole when it came to popularity.

"I get first bat," Dexter said at practice the next day.

"Oh Dex, you always want to be first," someone said. "Give another fella a chance."

"I'm first at bat or I'll .....

"Quit the team," chorused the other boys. They knew that song by heart.

After that, Dexter didn't ask for any favors for a few days and Ed thought that maybe his troubles with him were over. Then one day he met Dexter on the stairs after school.

"I hear we get our picture in the paper," Dexter said.

"Not everybody," Ed told him. "Just one member from each team in the league. George is going to be the guy from our team."

"How come?" Dexter's voice had a babyish whine when he was angry. "I;m the best player! How come I don't get to be in it?"

"Miss Watson said it was up to me, as captain, to say who'd be in the picture, so I put all the names in a hat and drew George's name.

"Well, I'm the best player and you should have picked me without bothering about any drawing. Tell George you've changed your mind or I'm quitting the team right now. I mean it."

Ed just stared at Dexter. It was all so childish. But there wasn't anybody else in the fifth grade to take Dexter's place if he quit, and this time he sounded as if he meant it. WHAT SHOULD ED DO?

Activities:

1. Read story to class or have two boys tape the story and play it on the recorder.

2. Form small groups within the class. Have boys come up with an answer to Ed's problem based on the majority decision of the group.

3. Brief written activity: (can be optional)
   Do you have any friends like Dexter? Describe an incident involving this friend.
   or
   Why wouldn't you want a friend like Dexter? What problems would you probably face?

Story is taken from "Unfinished Stories" published by the NEA Journal.

WHAT SHOULD BARBARA DO?

She was two houses away, but Barbara could already tell Pat was frowning.

"You said you were gonna wear your blue skirt!" Pat said crossly when Barbara reached the corner. "Now we're not dressed alike!"

"I ... I'm sorry," Barbara said. "I changed my mind at the last minute."

"Well, call me the next time, then." Pat lifted her books off the mailbox where she had been waiting, and the two friends started off to school. "Listen, Barbie, Mother said I could have a pair of white shoes like yours. Let's go downtown after school and boy them."

Barbara's heart sank. She had dreaded this, but had known it was bound to happen sooner or later.

"I can't tonight Pat," she said, trying to sound matter-of-fact, "Maybe tomorrow."

"Why can't you do it tonight?"Pat insisted.

"Nancy Fields asked me to come over and teach her to knit. I said I would."

Pat stopped and stared at her. "You didn't tell me you were going." Barbara kept on walking. " I didn't think of it, Pat." "You and I are best friends, aren't we? Listen, wait for me after school. I'll go home and get my knitting and come too. Okay?"

Barbara felt all churned up inside. "Well, I don't know, Pat. Maybe you should wait until Nancy asks you. I think I'll go alone."

Pat didn't answer and the two girls walked on silently. What a mess, Barbara was thinking. She and Pat had been close friends for a long time. They liked the same things but as Barbara grew older she wanted to be good friends with other girls too, while Pat didn't want either of them to have any other close friends.

"Well, if you and Nancy are going to be best friends, I guess I know where I stand," Pat said sulkily.

Barbara felt awful. How could she make other friends without hurting Pat's feelings? WHAT SHOULD SHE DO?

Activities:

1. In this unit the class has by this time discussed desirable and undesirable traits in people.
   After the story is read to the class have them assemble in small groups. After a discussion as to what Barbara should do, have the group decide on an answer which is based on the majority feeling.
2. Individual Activities:
   a. List negative traits that Pat personifies.
   b. Why do you suppose Barbara still wanted her as a friend?
   c. Does this situation ever happen to you? Write a short paragraph about it.

Checklist: Consideration: To be a true friend to others you should treat them as you would like to be treated. Check each of the following questions if you practice this type of consideration for others. These questions are not graded. Try to answer them truthfully.

____ 1. Do you try not to hurt other people's feelings?

____ 2. Do you keep your problems to yourself?

____ 3. Do you try to show respect to older people?

____ 4. Do you try to remember names of people when you first meet them?

____ 5. Do you thank people when they help you?

____ 6. Do you remember family and friends on their birthdays.

____ 7. Do you try to treat others as you would like to be treated?

____ 8. Do you try not to say critical things about other people?

____ 9. Do you compliment your friends when they look especially nice or when they accomplish something that is important to them?

____10. Do you give your support to school leaders?

____11. Do you try to be friendly to people you don't know very well?

____12. Do you congratulate your friends when they accomplish something special?

____13. Do you help others with everyday problems? Example: Picking up books that were dropped,etc.

____14. Do you offer others your candy,gum,etc.when you partake?

____15. Do you call your friends on the phone or do you always wait for them to call you?

Procedure and Purpose:

Present checklist to pupils after they have discussed traits of friendship in class. Hopefully, students will realize that consideration is an important aspect of how to gain more friends.

WHAT SHOULD SCOTT'S CLASS DO?

The problem was Scott Douglas Miller who was a good student, on the basketball team and was pretty friendly to almost all of his classmates. He presented a big problem to his classmates.

If your name was Thompson, Turner or Smith, Scott treated you like a million dollars. If you lived on a nice street, he was your best friend. If your skin was white, he'd do anything for you. But if your name was Lopez or Tolero, or if you lived on the wrong street or if your skin was brown or your eyes were slanted, Scott acted as if he didn't know you were alive.

At first, nobody realized that Scott was going to be a problem. Then a boy from Mexico joined the class and later a Negro girl became a member of the class.

Chico and Jessie were no better or no worse than anybody else. They were good in some things, but couldn't do other things. They were just about the same as everybody else as far as good and points go. The class thought Chico and Jessie were just as much a part of the class as any other kid. BUT SCOTT DIDN'T THINK SO.

Sometimes it seemed that he went out of his way to be mean to them. It got to be embarrassing, not only to Chicago and Jessie, but to the rest of the class as well. It almost seemed as though he wanted somebody to look down on and be rude to.

The rest of the class began to talk about how Scott treated Chico and Jessie. They noted that he acted okay to them when their teachers were around them. One of the boys said, "Let's not just sit around and talk about it. Let's think of some way we can convince Scott that people can be different. They can certainly be more fun that he is!"

"Is there anything we could say that would make any difference in Scott?" one of the other boys asked.

Someone else said, "Maybe he'd just tell us to mind our own business."

The boy who started the conversation said, "Besides, instead of talking to him I think we ought to do something. Does anybody have a good idea?"

WHAT SHOULD THE CLASS DO?

Activities:

1. By this time in the unit the class will have discussed how they can assume the responsibility of helping others gain friends.
2. Form small groups. They are to resolve problem of convincing Scott that he should accept people for what they are.
3. Individual Activities:
    a. Describe an incident of prejudice that you have experienced or heard about.
    b. Could you become friendly with a person who you knew needed a friend? How would you accomplish this?

BIBLIOGRAPHY

Self-Concept Unit

The following sources can be utilized by teacher and student as a reference guide and supplementary materials for the unit pertaining to Self-Concept. Many of the sources are found in your school library. These pamphlets and series booklets relating to guidance are also applicable to this unit.

Armstrong, David W., Questions Boys Ask. New York: E.P. Dutton and Company, Inc. 1955.
Topics of popularity, personality, personal appearance, getting along at home and at school and planning for the future are discussed for the early teen age boy.

Beery, Mary, Teens Talk It Over. New York: McGraw Hill Book Company Inc. 1957.
Discusses topics of family, school, friends, and dating for the young teens.

C.P.Q., What You Do and What You Think. Champaign, Illinois: The Institute for Personality and Ability Testing. 1959
This inventory explores the personality traits of elementary school youngsters. Test involves forced choice answers.

Daly, Maureen, What's Your I.Q.? (Personality Quotient).New York: Dodd and Mead and Company, Inc. 1966
For junior and senior high school students. Discusses components of a pleasant personality, dating, going steady, manners, grooming and plans for the future.

Daly, Sheila, Personality Plus. New York: Dodd, Mead and Company, Inc. 1964.
Interest level - junior and senior high students. Reading level - 7th and 8th. Discusses topics of appearance, dating, manners, feelings, and how to solve personal problems.

Felsen, Henry, Letters to a Teen-Age Son. New York: Dodd, Mead & Company, Inc. 1961.
Written at junior high school level. Letters concerning problems boys face: topics of family relations,school and friends.

Impact Series. New York: Holt, Rinehart, Winston. 1968

I've Got a Name

At Your Own Risk

Cities

Larger Than Life

Heavey, Regina and Strang,Ruth, Teen Age Tales, Book 3
Interest level - grades 6-9. Reading level 6. More stories relating to problems teens face.

Turner-Livingston Reading Series. Chicago: Follett Publishing Co. 1966.

This series contains six booklets. It is designed for the slow student in the junior and senior levels. Material is of a very high interest level relating to incidents of everyday life. Reading level is approximately sixth grade level. Three of the booklets are particularly pertinent to the self-concept unit. They contain situation stories about friends, family,etc. "The Person You Are," - "The Family You Belong To," - "The Friends you Make."

"Unfinished Stories" NEA Journal Publications Sales Section
1201 Sixteenth St., N.W.
Washington, D.C.

Designed to be used at 5th to 8th grade levels. Stories deal with personal traits, and traits of others. Designed to capture pupil's interest and to encourage them to express themselves.

No. 116 - Mary K. Newman
Jane Terwilliger
Ray Imig

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 South Prospect Ave.
Park Ridge, Illinois

TRANSFER OF INFORMATION FROM JUNIOR TO SENIOR HIGH SCHOOL

Articulation between junior high school and senior high school is of utmost importance in continuing an on-going program for children experiencing learning difficulties. Although the operational structure of the junior and senior high school differ to a great extent, it is still valuable to transfer important information concerning pupils who will need some type of special help or curriculum change in the high school situation.

It is necessary to inform high school personnel, especially counselors and reading teachers, about students who have been serviced by special programs in the junior high school. In the majority of cases the Title III service extended was of a diagnostic nature and aid in curriculum adjustment. The teacher consultant discussed the child's problems with the team of teachers and curriculum was adjusted accordingly.

An on-going in service program was conducted at the junior high school in regard to children with learning difficulties. Reading and language arts teachers were the personnel most involved with Title III services. All academic team members were given results of testing and suggestions for helping the child in the classroom.

The procedure of transferring information to the high school is as follows:

1. Contact was made with the high school's counselors through the junior high school counselors regarding students who will need a revised curriculum or special help in the academic area in high school.
2. Contact was made with the high school's reading coordinator by the Title III teacher consultant concerning referrals to the high school reading center. Test data, diagnostic findings and suggestions for remediation and curriculum revision were given to the reading coordinator.

3. Evaluation forms (see attached sheets) were completed by the reading teachers and Title III representative regarding pupils who are reading and performing significantly below grade level.

4. Personal contact with the reading coordinator to discuss specific problems regarding students.

The above procedures were carried out by the Title III consultant and counselors at East Maine Junior High School and Maine East High School reading coordinator and counselors. It is advisable that similar articulation be continued in the future.

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTERS

District #63
East Maine Junior High School

TO: Reading Center
Maine East High School

RE: In-coming freshmen
Evaluation of Reading Skills

Name: ______________________________ Date: ________________

Reading Teacher: ___________________________

I. Reading Level

A. Approximate instructional level: _____________

B. Pertinent Test Data:

Name of Test	Date Given	Area of Reading	Grade Level Score

C. Area of weakness: check (✓) deficit areas.

Comprehension

_______ main idea

_______ retaining facts

_______ critical reading

_______ reading to organize

    _______ outlining

    _______ summarizing

_______ note taking

    _______ from reading
    _______ from lectures

Vocabulary

_______ multiple meanings of words

_______ word analysis skills

Rate

_____ can establish different rate for varying purposes

_____ slow, plodding rate

II. General Performance

A. Intelligence Test Scores

Name of Test	Date Given	Verbal	Non-Verbal	Full Scale

B. School Performance - Rate Students:

good +
average ✓
poor o

____ gets assignments completed

____ attitude toward improving reading skills

____ class participation

____ progress in areas of weakness

____ study habits

____ written expression

____ handwriting

____ Spelling

____ Auditory Skills (Auditory) (Memory)

____ Visual Skills (Visual Memory)

____ Self concept

____ Peer relationships

III. Comments and Recommendations:

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AUDIOMETRY - MAJOR CONCERNS IN SCREENING AND REFERRAL

This paper is meant to be only a reference for those who have been properly trained in audiometry. Other persons are referred to the presently conducted training courses for audiometric technicians which are conducted under the auspices of the Illinois Department of Public Health, the University of Illinois and the U. S. Public Health Service. The information contained here is a summary of that received in one of these training courses, and many direct statements from "A Manual for Audiometrists" are included.

I. Types of hearing impairment

There are three principal types of hearing impairment, and these may coexist.

1. Conductive Impairment is the term applied to a loss of hearing resulting from any dysfunction of the outer or middle ear. The primary effect is a loss of loudness. Perception of sounds; i.e., clarity, is restored when the loudness of sounds is increased. The causes of this type of impairment are often preventable and a considerable number respond well to medical treatment including surgery when discovered early. Since the neural mechanism of the ear is unaffected, the use of a hearing aid is generally very satisfactory.

2. Sensori-Neural Impairment (nerve or perceptive impairment) is the term applied to a loss of hearing resulting from dysfunction of the inner ear or the nerve pathway from the inner ear to the brain stem. The primary effect is a loss of tonal clarity as well as a loss of loudness of sound. It is usually the perception of higher tones which is most affected, but when the loss is severe both high and low tones are involved. Since the sensory and neural mechanisms are involved the benefits of a hearing aid may be limited; that is, the experience when using an aid may be one of increased loudness but limited clarity. Medical treatment can as yet do little or nothing for this type of impairment

once it has become established. Prevention and early education are, therefore, of prime importance.

3. Central Impairment (Central Deafness) is the term applied to auditory impairments resulting from dysfunction along the pathways (tracts and nuclei) of the brain from the brain stem to and including the cerebral cortex. Although relatively little factual information is known concerning this disorder, the primary effect appears to be interference with the ability to perceive and interpret sound, particularly speech. Loss of loudness is not generally significant and consequently the decibel notation is inadequate for describing this type of impairment. Thus, central deafness is not a hearing-loss problem in the sense of the previous two definitiions. It is a neurological disorder for which medical treatment can do little or nothing, therefore, the value of early education cannot be overemphasized. The value of a hearing aid for this type of impairment remains controversial.

The following table summarizes the degrees of hearing loss and their educational implications.

Illinois Department of Public Health
Springfield, 1968

RELATIONSHIP OF DEGREE OF IMPAIRMENT*TO EDUCATIONAL NEEDS

Average of the Speech Frequencies in Better Ear	Effect of Hearing Loss on the Understanding of Language and Speech	Educational Needs and Programs
Slight 27 to 40 dB (ISO)	May have difficulty hearing faint or distant speech. May experience some difficulty with the language arts subjects.	Child should be reported to school principal. May benefit from a hearing aid as loss approaches 40 dB (ISO). May need attention to vocabulary development. Needs favorable seating and lighting. May need lipreading instructions. May need speech therapy.

Average of the Speech Frequencies in Better Ear	Effect of Hearing Loss on the Understanding of Language and Speech	Educational Needs and Programs
Mild 41 to 55 dB (ISO)	Understands conversational speech at a distance of 3-5 feet (face to face). May miss as much as 50% of class discussions if voices are faint or not in line of vision. May exhibit limited vocabulary and speech anomalies.	Child should be referred to special education for educational follow-up. Individual hearing aid by evaluation and training in its use. Favorable seating and possible special class placement especially for primary children. Attention to vocabulary and reading. Lipreading instruction. Speech conservation and correction, if indicated.
Marked 56 to 70 dB (ISO)	Conversation must be loud to be understood. Will have increased difficulty in group discussions. Is likely to have defective speech. Is likely to be deficient in language usage and comprehension. Will have limited vocabulary.	Child should be referred to special education for educational follow-up. Resource teacher or special class. Special help in language skills: vocabulary development usage, reading, writing, grammar, etc. Individual hearing aid by evaluation and auditory training. Lipreading instruction. Speech conservation and correction. Attention to auditory and visual situations at all times.

Average of the Speech Frequencies in Better Ear	Effect of Hearing Loss on the Understanding of Language and Speech	Educational Needs and Programs
Severe 71 to 90 dB (ISO)	May hear loud voices about one foot from the ear. May be able to identify environmental sounds. May be able to discriminate vowels but not all consonants. Speech and language defective and likely to deteriorate.	Child should be referred to special education for educational follow-up. Full-time Special program for deaf children with emphasis on all language skills, concept development, lipreading and speech. Program needs specialized supervision and comprehensive supporting services. Individual hearing aid by evaluation. Auditory training with individual and group aids. Part-time in regular classes only as profitable.
Extreme 91 dB or more (ISO)	May hear some loud sounds but is aware of vibrations more than tonal pattern. Relies on vision rather than hearing as primary avenue for communication. Speech and language defective and likely to deteriorate.	Child should be referred to special education for educational follow-up. Full-time in special program for deaf children with emphasis on all language skills, concept development, lipreading and speech. Program needs specialized supervision and comprehensive supporting services. Continuous appraisal of needs in regard to oral and manual communication. Auditory training with group and individual aids. Part-time in regular classes only for carefully selected children.

* Medically irreversible conditions and those requiring prolonged medical care.

This information conforms to the Rules & Regulations for Educational Programs in Illinois.

II. Identification and Referral

Uniform standards and procedures are recommended in identifying children in need of medical and/or educational attention. In this way the present confusion which confounds the problem of identification may be avoided. Uniform procedures will also aid in the collection of data and determination of the effectiveness of hearing conservation programs. This will also aid in future planning as well as research to solve some of the problems related to hearing impairment.

A. Hearing Test Procedures

The first of two stages in audiometric identification is screening audiometry to find (1) those with no hearing problems and (2) those who may have hearing problems. The screening test is administered again within two weeks to those failing the first one. The second stage involves a more detailed threshold audiometry, which is given to those who may have hearing problems to find those who do not have problems and those who need medical referral. Threshold screening is considered to be only appropriate for those children who fail both screening tests.

B. Test Frequencies, Screening levels, & Criteria for failure & referral

1. Screening Audiometry

Test Frequencies in Cycles per Second	Screening Levels in Decibels (ISO)
500 cps	25 dB
1000 cps	25 dB
2000 cps	25 dB
4000 cps	25 dB

Screening is done at the frequencies 500, 1000, 2000, and 4000 cps at a hearing level of 25 dB (ISO).

A child is considered to have "failed" the screening test, if he:

a. fails to hear any one tone at 35 dB in either ear; or

b. fails to hear any two tones at 25 dB in the same ear.

Children "failing" the sweep screening test should be given a second screening identical to the first within two weeks of the first test. Those failing both screenings should be given a threshold test immediately following the second screening.

2. Threshold Audiometry

Thresholds are determined for 250, 500, 1000, 2000, 4000 and 8000 cps. A child is considered to have "failed" this test and is referred for an ear, nose and throat examination if any one or all of the following criteria are met:

a. A hearing level of 30 dB (ISO) or greater at any two tones in the speech range (500, 1000, and 2000 cps) in the same ear, or

b. A hearing level of 40 dB (ISO) or greater at 250 cps and 30 dB (ISO) or greater at 500 cps in the same ear, or

c. A hearing level of 40 dB (ISO) or greater at both 4000 and 8000 cps in the same ear, or

d. A hearing level of 30 dB (ISO) or greater at 2000 and 40 dB (ISO) or greater at 4000 cps.

The frequency range 500-2000 cps is emphasized because it is critical for the perception, acquisition and use of language and speech. A child with a partial or complete impairment in this range functions under adverse listening conditions. The majority of speech sounds (vowels and consonants) which make up words are composed of frequencies in this range. If these frequencies are not heard or are only partially heard, words are not perceived or are perceived in a distorted manner and lose their identity. The effect is a breakdown in communication. If this occurs early in life, it is reflected in all areas of language. As a result, the child's achievement and his emotional and social adjustment are jeopardized.

A hearing loss at 4000 and 8000 cps very often indicates a sensori-neural impairment which may be progressive. Because this condition is associated with the cochlea and/or the auditory nerve, it is not visible upon otoscopic examination. In these cases, parents are sometimes told by the examiner that the medical referral was not necessary. Misunderstanding can be avoided if parents are informed in advance that the referral is precautionary. The examination should reveal whether the impairment is the result of a condition that is remediable. If it is not, then the audiogram and the examination will establish a base line or point of reference for further assessment of any future progression.

At all times one must remember that "normal hearing" involves a range of hearing and is not a single level. The Zero Hearing Level on the dial of an audiometer represents the average threshold level of a particular segment of the general population. This concept can be compared to that of "normal or average intelligence". Hearing is considered normal unless a person's threshold level exceeds 25 dB (ISO) at the test frequencies.

III. Testing Instructions

1. Be sure children know what is expected of them.

2. Have child in position so that you can see most of his face but he cannot see the face of the audiometer or the other children who may be present (waiting to be tested).

3. Explain in simple terms what is going to happen and how child is to respond. (Do not require child to raise the hand that corresponds to the ear in which he hears the tone for screening.)

4. Be sure all headbands, glasses, etc. have been removed.

5. Have child push his hair behind his ears.

6. Check for "running ears" and other problems. If child's ear is discharging, he should not be tested as there is no question that he is in need of medical attention. At this point it is immaterial whether he passes the hearing test.

   (Should a physician request a test on a child with a discharging ear, the earphone cushion should be wiped thoroughly after testing with a gauze pad and and an antiseptic solution such as zephiran chloride (1:750). The solution should not come in contact with the diaphragm of the earphone.)

7. Place earphones on child's ears (red on right ear and blue on left).

8. Adjust the headband so earphone openings line up directly with the openings of the ear canal.

9. Begin the testing.

10. Do not look up each time you present a tone.

IV. Screening Procedures

A. According to "A Manual for Audiometrists" set the frequency selector dial at 1000 cps and the hearing level dial at 35 dB (ISO). Present the tone two or three times to orient the child and to assure a response to the correct signal. Once you have received the desired response (hand raised) reduce the signal level to 25 dB and leave the hearing level dial at this setting for the remainder of the screening test. Complete the sweep screening test in the following manner:*

   1. Test the right ear at 1000, 2000 and 4000 cps.

   2. Switch the tone to the left ear leaving the frequency selector at 4000 cps.

   3. Test the left ear at 4000, 2000, 1000 and 500.

   4. Switch the tone back to the right ear leaving the frequency selector dial at 500 cps.

5. Test the right ear at 500 cps.

6. Record the results and dismiss the child.

* Care must be taken to pause between each presentation of a frequency and to change the frequency only while the interrupter switch is in the "off" position. This will prevent the child from hearing and responding to any switching noise that may be introduced into the earphones while the interrupter switch is in the "on" position. The same caution applies also to threshold testing.

B. According to Dr. O'Neill, University of Illinois, if child does not seem to be able to respond at first to the 25 dB (ISO) setting, follow the instructions at the beginning of the previous screening instructions. Otherwise, begin immediately with the screening and test in the following manner:

1. Test the right ear at 1000, 2000, 4000 and 500 cps.

2. Switch the tone to the left ear moving the frequency selector dial to 1000 cps.

3. Test the left ear at 1000, 2000, 4000 and 500 cps.

4. Record the results and dismiss the child.

In both of the above sets of instructions, if a child fails to hear any tone at 25 dB (ISO), you should immediately raise the level to 35 dB and present it again. If the child responds at the 35 dB level, return to 25 dB and move on to the next test frequency. Remember a child fails if he:

a. Fails to hear any one tone at 35 dB (ISO) in either ear; or

b. Fails to hear any two tones at 25 dB (ISO) in the same ear.

V. Threshold Testing Procedures

1. Same mode of response used in screening. (May now have child raise hand which corresponds to the ear in which he hears the tone.)

2. Test the better ear first (as determined from screening tests).

3. If no significant difference exists between ears, test right ear first (merely for consistency, thus less chance of error).

4. Always begin at 1000 cps. (Ear is most sensitive to changes of intensity at this frequency and research has shown the highest test-retest reliability of any of the other test frequencies.)

5. Thresholds are not stable; therefore, you are trying to arrive at a repeatable estimate of the subject's hearing rather than a fixed level.

6. Start with the frequency control set at 1000 cps and the hearing level control at 0 dB (ISO).

7. Depress interrupter switch, introducing the tone for 2-3 seconds and release it. (Do not allow it to spring back suddenly.)

8. If child does not respond, increase intensity 10 dB and present tone again.

9. Continue in 10 dB steps until child responds; then increase 10 dB once more to be absolutely sure that the subject is able to hear the tone well. (This is the upper limit of his threshold.)

10. Decrease intensity in 10 dB steps until no response is received. (This is the lower limit of his threshold.)

11. Reduce this range until you find the level at which the child hears at least 50% of the tones presented. This is done in the following manner:

a. Increase the intensity of the tone in 5 dB steps, starting at the lower limit, until the child responds.

b. When child indicates he has heard the tone, stop and immediately decrease the intensity in 10 dB steps until he no longer hears it.

c. Repeat sequence of increasing the intensity in 5 dB steps until tone is heard and then decreasing the intensity in 10 dB steps until it is no longer heard at least 3 times, (or until child has responded to the same level at least 50% of the time on ascending presentations.

(Threshold is defined as the lowest hearing level at which the subject responds at least 50% of the time.)

12. After determining threshold at 1000 cps, change the frequency control to 2000 cps, and repeat the above procedure beginning at 0 dB (ISO).

13. Next test 4000 cps and 8000 cps.

14. Then retest 1000 cps and compare the results to first testing. If the two thresholds do not vary more than 5 dB in either direction, the reliability of the test is adequate. If they vary 10 dB or more, the reliability is questionable and test should be repeated --- including repetition of instructions to be sure child understood what he was to do.

15. Proceed to 500 cps and 250 cps.

16. Switch to opposite ear and repeat the entire procedure at 1000, 2000, 4000, 8000, 500 and 250 cps.

Threshold testing is tiring for the child, and if you suspect that he will "quit" before the testing is completed alter the sequence so that you obtain results at 1000, 2000, 4000 and 500 cps in both ears. Then try to determine thresholds for 250 and 8000 cps if fatigue is not too great. It is better to have reliable and accurate measures at 500, 1000, 2000 and 4000 cps than to have a complete test of all frequencies with questionable reliability and accuracy.

If the threshold at any frequency in one ear differs by 40 dB or more from the threshold at the same frequency in the other ear, it is very possible that the tone being presented to the poorer ear is crossing over the head and is being heard in the better ear. In order to know if this is occurring, it is necessary to mask (block out) the better ear while the poorer ear is being tested.

Masking is a complex procedure which requires extensive training and experience before it can be applied confidently. For this reason, the audiometrist should not attempt masking, but should always indicate in the "comment" section of the audiogram the difference between the ears and the possibility that the poorer ear thresholds may be even poorer than the audiogram indicates.

Avoid these common errors:

1. Be sure child is unable to see interrupter switch.

2. Do not "look up" each time you present the tone.

3. Avoid spending a great deal of time on the test.

4. Do not fall into rhythmical patterns when operating the interrupter switch.

5. Avoid continuous stimulation of the sensory mechanism because sensitivity diminishes if bursts of tones are longer than 2 or 3 seconds.

The following is a sample audiogram on the form used by the state and given to their trained audiometrists:

VI. Testing Environment

1. Select an appropriate room. - Consider level of noise in and surrounding the room. (Must be as quiet as possible, away from street traffic, locker rooms, band rooms, etc.)

    a. If audiometrist has normal hearing, he should determine his threshold at each of the test frequencies.

    b. If his hearing level at each of the test frequencies is 20 dB or less (ISO), the noise level in the room will not nullify the purpose of tests provided the testing and referral criteria are those recommended by the Illinois Department of Public Health.

    c. If his hearing levels at the test frequencies are greater than 20 dB (ISO) neither screening nor threshold testing should be conducted until noise levels are within acceptable limits.

2. Consider the size and location of the room.

    a. Readily accessible to all children being tested.

    b. Large enough to accommodate a sturdy table and at least eight chairs.

VII. Equipment and Trouble Shooting

1. Appearance of audiometer has nothing to do with its stability and accuracy. (Purchaser should insist that equipment meets the specifications of recognized standards.)

2. Large muffs or earphone cushions designed to enclose the ear and form a better barrier against background noise are at present unacceptable due to the difficulties of standardization and calibration.

3. Audiometer must be handled with care at all times -- should be protected from jars, shocks, bumps, or extreme temperature changes (especially in transporting where greatest abuse usually occurs).

4. Check audiometer on day prior to testing.

   a. Check for electrical power. (If the outlet has power but audiometer still does not work, check fuse.)

   b. Check Earphones -- cushions should lay together with a small amount of tension. (If they do not, shape the headband by bending it with a twisting motion.)

   c. Check for hum in earphones. (If humming or noises are heard, the instrument requires technical service.)

      1). Set frequency at 1000 cps.

      2). Set attenuator to 90 dB (tone on) and listen for noise or hum.

      3). Interrupt tone and listen for noise.

      4). Decrease attenuator to 60 dB (tone on) and listen for noise.

      5). Interrupt tone and listen for noise.

      6). Decrease attenuator to its lowest setting and listen for noise (tone on).

      7). Interrupt tone and listen for noise.

   d. Check for crosstalk in earphones. (Tone heard in one earphone should not also be heard in other phone.)

   e. Check earphone cords.

      1). Set hearing level dial at 40 dB or higher.

      2). Set frequency selector at 2000 cps.

      3). Flex the cord along its length and at connections while listening to tone.

4). Discontinue testing if scratchy noise or intermittent tone is heard. Have cords replaced or connections made secure.

5). Headphones should never be interchanged between audiometers. (Calibration involves the total audiometer and the earphones are calibrated according to the instrument to which they belong.)

f. Check for noise from attenuator.

1). Set frequency to 125 cps.

2). Slowly increase attenuator from 0 to 60 dB and listen for scratchy noise in the earphone.

3). If noise is heard, move the attenuator back and forth with rapid motion 10 or 12 times to alleviate dirt deposits which may be causing noise.

4). If noise remains, have it corrected by serviceman.

g. Check for noise from frequency selector. (When testing, change frequency dial only when the tone is off to prevent this noise from getting to the headphones.)

5. Have calibration of audiometer checked once a year. (At least!)

VIII. Setting Up a Hearing Conservation Program (Directly From "A Manual for Audiometrists")

The following suggestions are presented to assist in the initiation and management of a hearing conservation program. Experience has shown that these ordered activities establish meaning and purpose and provide a means for evaluating the effectiveness of the program. The suggestions are general in nature and will need to be modified to fit each individual situation. In communities where local health departments are not already involved in program activities, we urge that the health officers be notified and their cooperation be sought.

A. Meet with appropriate administrators early in the school year.

   1. Explain the purpose of the hearing conservation program.

   2. Discuss the number and age groups of children to be tested and the time allotted for tests.

   3. Outline and explain the need for a quiet, convenient testing room for screening and threshold testing. Inspect and evaluate the proposed testing sites - what is quiet and convenient to a school administrator may not be quiet and convenient enough to meet testing needs.

   4. Discuss and agree upon a schedule for screening and threshold testing.

   5. Ask administrators to announce the screening dates and grades to be tested in the school paper or teacher bulletin.

   6. Know what medical, educational and rehabilitation resources are available locally or if not available locally, where they can be obtained.

   7. Know the procedure to follow to make a referral.

B. Set reasonable objectives for each school year.

   1. Discuss with your immediate supervisor which grades will be screened - generally, it is best to concentrate on the youngest children. (Kindergarten, first, second and third grades should be screened yearly, grades four through twelve should be screened at least every three years.) (1)

(1) Obviously, the number of children who can be tested will depend upon the number of audiometrists, additional responsibilities of the audiometrists and time required for travel. As a rule of thumb, one audiometrist can test about 8000 school-age children in a school year if he has no other responsibilities and no extreme distance to travel.

2. Secure names and locations of schools in the area of responsibility - this information is available from the local office of the County Superintendent of Schools.
3. Estimate the enrollment for each school by grade level, including kindergarten and any special classes for the handicapped. This information is available from the principal or the County Superintendent's office. A form such as sample form SH HC-1 may be used to obtain this information.
4. Design a master schedule showing tentative dates for screening and threshold testing for each school.
5. Send a reminder note to the local school administrator about a week prior to screening.

C. Establish a plan for follow-up.

1. Set dates for re-screening and threshold testing.
2. Conduct the re-testing program within two weeks after the initial screening.
3. Notify parents and the school principal of those children who fail the threshold evaluation.
4. Explain the follow-up procedure.
    a. Referral for medical evaluation for those who meet the recommended criteria. (See page 13.)

b. Diagnosis, treatment, and prognosis by medical personnel.

c. Return of the medical information to the appropriate person or persons for the purpose of closing a case or providing additional services such as special education and hear-aid evaluations.

D. Establish an active log composed of children who have:

(1) Potentially reversible hearing losses and (2) Irreversible hearing losses.

1. Children with potentially reversible hearing losses should receive a threshold evaluation, at least yearly until:

   a. their hearing levels have returned to normal and have remained normal for at least one year or,

   b. their hearing levels, although not normal, have become stable (have remained within ± 5 dB of previous test levels) for at least two years.

2. Children with irreversible hearing losses should receive yearly threshold evaluations until their hearing levels remain within ± 5 dB of previous test levels for a period of two years.

E. Evaluate the hearing conservation program on a yearly basis.

1. Establish a system of records and reports that will reveal areas of strength and areas of weakness in the total program.

2. Ask these questions as the records and reports are reviewed:

a. Is an adequate number of children being screened each year?

b. Are at least 10% of the children with referrable hearing losses being seen by physicians?

c. Are the children who are in need of special handling receiving needed services?

d. Is there a rapid and efficient flow of information between all individuals concerned with the hearing conservation program -- parents, physicians, school personnel, health workers and personnel in diagnostic clinics and rehabilitation centers?

Recommended References

(1) State of Illinois Dept. of Public Health - "A Manual for Audiometrists", Audiometry Training Course.

(2) State of Illinois Dept. of Public Health - "Selected Readings" - Audiometry Training Course

(3) Newby, Hayes A., Audiology, Appleton-Century-Crofts, Div. of Meredith Publishing Co., New York.

MAINE TOWNSHIP
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PUPILS USED AS TEACHERS--BENEFICIAL TO ALL PARTICIPANTS

The first grade teachers and a teacher of the "low" sixth grade reading class at South Elementary School in Des Plaines found the following program to be very successful. The program description is given, as well as a copy of the article which inspired it. The ideas from either of these could easily be adapted to many other educational situations.

Sixth Graders Read to First Grade Classes

Sixth grade students who are interested may be considered for participation in this program if their reading teacher recommends them. Students would be selected each grading period and would read to a first grade class once or twice each week. The first grade teacher would be present during the reading period, but she would be working with students who need individual or special help while the sixth grader reads to the remainder of the class. The teachers found this time spent with individual students to be very beneficial.

This program is designed to help the sixth grader by:

1. Providing practice in oral reading;

2. Developing a sense of responsibility;

3. Creating a reason for more frequent contacts with the library;

4. Allowing him to work with teachers and experience this side of the school setting; and

5. Giving him an opportunity to work with others in a leadership role.

Procedure:

1. Sixth graders discuss and practice reading aloud to their own class.

2. Class management and other items which pertain to situations which may arise within the reading setting should be discussed and constructive recommendations offered.

3. Student who is selected is assigned to a first grade room and meets the teacher.

4. Student makes name tags for each child in the class.

5. Based on the information supplied by the teacher, the student selects three books of a second grade level or above. (Books first graders could not read themselves.)

6. The three books are to be shown to the first grade teacher at least 1/2 a week before the day scheduled for the story to be read, and the teacher will choose the one she feels is most appropriate for her class.

7. The student practices the book at home (and at school if possible).

8. The student reads the story to the first graders, and he follows up with a question-answer period. (If time permits and the teacher is willing a 5 or 10 minute game may end the period.)

9. An evaluation sheet will be given to the student by the teacher who will commend the student's strengths and offer constructive advice to improve his weaknesses.

10. If the student, teacher of the first grade, or other teachers, do not believe that the situation is of benefit to someone involved in it, the concerned person should contact the others and appropriate steps be taken to correct the situation.

11. If the student loses interest or appears unwilling to prepare adequately, other interested students should be considered as replacements.

12. The student's reading teacher and the first grade teacher with whom the student is working should maintain open lines of communication to discuss any aspects of the program.

13. Any questions can be directed to the person who initiated the program.

"Pupil-teachers"

Annette Frank Shapiro and
Lee Bennett Hopkins

THE ROOM WAS QUIET! The faces of the young children were filled with awe and wonder as leaping words spouted forth and the Caldecott award-winning pictures of Lynd Ward's The Biggest Bear unfolded before their eyes. But, where was the teacher? Who was reading? The teacher was as absorbed as the children, for a bright sixth grader was reading to her first grade youngsters in a Harlem school.

Suddenly, however, the mood was broken! Robert called out to the reader, "When are you going to read us another story?" Robert was "jumping-the-gun," for this was the first hour of a planned story reading service which was to take place weekly.

The love of reading can be developed in many ways. Sometimes it deepens when one has the opportunity to read and enjoy a book--sometimes it happens when one is a young child being read to--sometimes it occurs when one is reading aloud to a group, sharing their enthusiasm and excitement. Such a story reading service, as mentioned above, was developed in several schools so that first grade students might see their peers in an intellectual, rather than a monitorial role. In addition to this incentive for first graders, there were many subtle implications for the good reader in the upper elementary grades:

1. It provided the chance to renew acquaintances with books and characters with which the child had grown up.

2. It sparked an incentive for self-initiated trips to the library.

3. It encouraged the choice, review, and evaluation of recommended books for young children.

4. It created a need for good oral speech.

5. It helped to instill a sense of responsibility.

Although only one sixth grade "reader" was assigned to a first grade class, other children were offered various opportunities to participate in the story reading service. Frequently, several other children, as "assistants to the reader," would enhance the reading of the story with a variety of colorful visual aids. Some of the techniques used included the use of the flannel board to "act out" the story--original puppets to bring the characters to life--dioramas--drawings on a movie roller to enlarge scenes from the book--the opague projector for showing the book's original illustrations. Often the story was made even more dramatic when the "reader" and his "assistants" wore simple, appropriate costumes to represent leading characters from the book. A box of costume props was available--masks, hats, ties, pocketbooks, bunny ears, and Indian headbands--supplied and collected by the sixth grade children. At other times, slides and transparencies were made, and were shown as a basis for discussion of the story. These visual aids could then be left with the teacher to be used over and over again with the class.

An extra bonus, one that was not anticipated, manifested itself when the slow sixth grade student who was not a "reader" would peruse easy-to-read books without losing face, because the examination and reading of picture books was now an accepted, common, and integral part of the total reading program in his classroom.

With a little careful planning, the teacher can make the story reading service a rewarding and enjoyable experience. The teacher might:

1. hold several discussions with the class dealing with what makes a good oral reader. These discussions might grow out of
   - (a) the showing of a film in which a story is being read, or
   - (b) a prepared reading by the teacher, whereby she dramatically emphasizes the good and bad characteristics of a reader.
2. devise charts with the class, listing salient points as to what makes a good oral reader. These charts could be posted to serve as a constant reminder to the children.

3. plan practice sessions so that children could read to one another--to younger children at home--to the entire class for constructive criticism.

When the selection of the "reader" is finally made, the child is assigned to one specific class with which he remains throughout the term. This insures the growth of a rapport, and a warm feeling between the "pupil-teacher" and the first grade youngsters.

It is advisable for the sixth grade teacher and the first grade teacher who are participating in this service to set aside this special story hour each week. A certain amount of consistency will help to create an atmosphere of both anticipation and responsibility on the part of the children. Another important aspect of the service is the role of the first grade teacher in regard to giving worthwhile critical appraisal to the "reader" and possible suggestions of appropriate books.

The story reading service described here mushroomed in many ways and was catapulted by the ingenuity and creativity of teachers and children. Even the parents became involved! They were so enthusiastic that they asked for suggested lists of books that they might read aloud to their children. First graders would spontaneously report that their parents had reread favorite books at their request.

When something is enjoyed, the instinct to communicate is very strong. A great deal of joy and satisfaction can be added to the child's emotional, mental and social growth if he can share his love of reading with others. This service paves a two-way street which deepens and enriches the reading life of the "pupil-teacher" as well as the children to whom he reads.

MAINE TOWNSHIP
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KINDERGARTEN SCREENING PROGRAM
SOUTH SCHOOL
DISTRICT #62
January 1969

The Kindergarten Screening Program was established to accomplish three primary objectives:

1. To provide Kindergarten teachers with a comparative measure of each child's level of developmental skills.

2. To provide a basis for curriculum adjustment and methods for further development of readiness skills.

3. To provide a screening device that can be administered in a reasonable period of time to all Kindergarten children.

Experiences that provide a Kindergarten teacher with the ability to describe strengths and weaknesses in the developmental skill areas are essential in enabling her to build a successful Kindergarten program. Thus, implementation of a Kindergarten Screening Program will help to provide some experiences to allow teachers greater awareness of each child's developmental skill ability.

Further adjustment of the Kindergarten curriculum can be developed to suit the individual needs of each child. Hopefully these Kindergarten children will be more adequately prepared to meet the challenges of First Grade work.

I. Screening Preparation

After conference with the local school Speech Therapist in January 1969, it was decided to work out a screening test complementing devices used in Speech screening for Kindergarten children.

Thus, the following areas were determined to be tested in small groups or individually:

1. Visual Motor
2. Visual Memory
3. Visual organization
4. Visual Discrimination
5. Auditory Discrimination

6. Auditory memory
7. Hand preference
   Eye preference
   Foot preference

The following areas were to be tested by Speech Therapist:

1. Auditory Memory
   Digits
   Words
   Sentences
2. Word snythesis
3. Auditory Discrimination
4. Articulation

The Physical Education teacher agreed to develop a Gross Motor screening test to be administered to an entire classroom of children at a time. The following Gross Motor skills were to be tested:

1. Balance Beam
2. Bounce ball and catch
3. Pat bounce ball
4. Running

The Kindergarten teachers appeared eager for further information through screening to determine level of abilities in developmental skills for their children.

II. Test Materials and Methods

A. Visual Area - Total approximate time - 35 minutes.
Children were tested in groups of five for this first sitting. They worked in comfortable surroundings at a table with the examiner to provide optimal test conditions.

Each child was provided with one colored crayon to be used throughout the first sitting. Thus, enabling color coding so that child's name need only be indicated on one page.

Before each phase of visual testing, the children were given the necessary pages. After each testing, the pages were stacked (according to test- not color) to be scored. Then, after being scored each phase of testing was stapled together to form a packet for each of the five children.

1. Visual-Motor Test
Materials - Test 1 of the Marianne Frostig Developmental Test of Visual Perception and manual of directions. This test includes five pages of various visual-motor exercises.

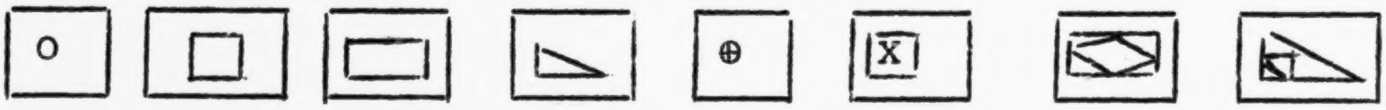
Methods - At the beginning of each page of the test specific instructions from manual were given and demonstrated for clarity. Children were asked to do the first exercises on each sheet with their fingers to insure understanding. (Refer to Frostig manual for specific instructions in administering phase 1 of this screening test). It is important to follow directions closely, since norms from Frostig manual are used in determining Mental Age in the Visual-motor area.

Time - the approximate time for Visual Test - phase 1 is 12 minutes per group.

Scoring - Score each test according to Frostig Scoring norms. Use tables in manual to determine MA.

The reader is referred to Test 1 of the Marianne Frostig Developmental Test of Visual Perception for this section of the screening.

2. Visual Memory Test
Materials - Series of eight basic figures clearly produced on 5" x 7" tagboard.



The response sheet is a blank paper with places to reproduce the eight figures.

Methods - The children are asked to draw 8 "pictures" in the provided spaces on their paper. Ask children to point to where the first picture will go; second picture, etc. Thus, children will have gone through the motions of left to right sequence and downward progression. Then, the cards are flashed for ten seconds. The children are asked to reproduce the "picture" he sees on each flashcard. Allow ample time (10-15 seconds) for performance. Children may ask to see the "picture" again. However, encourage them to"use their eyes" and "look carefully" while the picture is being shown so they can remember how it looks. As each flash card is exposed, repeat --- "In the next box" so as to encourage good visual organization.

Time - The approximate time for Visual Test - phase 2 is 8 minutes per group.

Scoring - In scoring a figure is either right or wrong. The size of the figure within the allotted space is unimportant; but accuracy in reproduction is important. Remember this is a test of Visual Memory - not visual-motor!

Record the number of correct responses out of the eight possible figures. Then, record the child's ability to organize visual stimuli:

If all figures are in proper boxes, record good organization.

If six out of eight figures are in proper boxes, record normal organization.

If more than two figures are in wrong boxes, record poor organization.

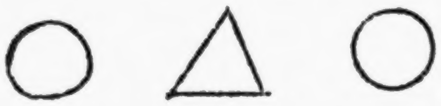
Attached is a copy of the blank used for Visual test phase 2 (3a).

3. Visual Discrimination Test

Materials - Four pages of Set I Visual Discrimination sheets, Continental Press. (Sheet's numbered 3,11,14,18)

Methods - Do an example on the blackboard for children to see likenesses and differences. (Some children are not familiar with these terms - be sure they understand)

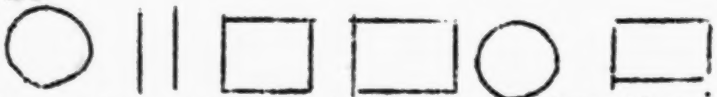
Example #1:



Ask: Which picture is different - not like - the others? Then put an X on the picture that is different. Turn to the first page of this phase and have children put an X on the picture that is different from the other ones in each row. Be sure all children understand the directions and terminology. Do three pages.

Before starting last page of this phase, do example #2 on the board.

Example #2:



Ask children to put their finger by the first picture. Look at all the other pictures in the row. Find the one picture that looks like the first one in the row. Put an X on it. This page is somewhat difficult for many children.

Time: The approximate time for Visual Test phase 3 is 10 minutes per group.

Scoring - To score find the number of responses correct from the 16 possible exercises. Refer to Statistics to determine norms.

The reader is referred to the above mentioned pages of Continental Press Visual Discrimination sheets, Level I for this section of the Test.

4. Visual Discrimination and Memory Test
Materials - Visual Test 1 and test materials from the Marion Monroe Reading Aptitude Tests (Primary Form)

Methods - When each child has a copy of the test form, tape a copy on the board for demonstration. Follow the directions in the test manual. Do the first item together with the children. Encourage left to right movement by repeating, "In the next box - - " (have each child indicate move with his finger.)

Time - The approximate time for Visual Test - phase 4 is 5 minutes.

Scoring - To score, find the number right out of the 12 possible items. Refer to Statistics for norms.

The reader is again referred to the test used for this section of the screening (Visual Test 1 of the Marion Monroe Aptitude Tests, Primary Form).

The preceding four tests include all the Visual areas tested. Attached is the form to record all results from Visual testing (5 a). Indicate Mental Age for Visual-motor area; number correct for all other phases.

B. Auditory Area

The following tests (except some auditory discrimination tests refer to Evaluation) and were administered on a one-to-one (teacher-pupil) basis. A small quiet enclosed work area is necessary for best performance. Each session (per child) for all procedures took approximately 8 minutes.

1. Auditory-Discrimination Test
Materials - Word Discrimination Test #1 of the Monroe Reading Aptitude Tests (Primary form) and Test manual. Each child must have a colored crayon.

T

Methods - Follow the directions given in the manual. The child must discriminate between word sounds #1,#2, and #3. Be sure each child understands the directions clearly. Talk distinctly. Do the first item with the child. Encourage left - to - right movement by repeating--"In the next box" (have child move finger).

Time - The approximate time for Auditory Discrimination test is 5 minutes per child.

Scoring - To score, find the number correct from the possible items. Refer to Statistics for norms.

2. Auditory Memory Test
Materials - Auditory Test #3 - Auditory Memory from the Monroe Reading Aptitude Test (primary form) and manual of directions. A tape recorder is optional.

Methods - The child is asked to listen to a little story. Then he will be asked to remember all the things he can about the story and repeat them back to examiner. Read the story aloud (or tape record) slowly and distinctly.

Time - The approximate time for Auditory Memory test is 3 minutes per child.

Scoring - To score, record the number of memories from the 21 possible items. Refer to Statistics for norms.

The reader is referred to the Monroe Reading Aptitude Test, Auditory Tests #1 and 3.

Attached is the form used to compile these results for a class (6a).

C. Cross Motor Test

This area of screening was administered by the Physical Education Instructor. An entire class of children was screened in approximately 50 minutes. It is helpful to have another adult available to route children to each phase of screening.

Materials: Balance beam; 5-12" rubber balls, gymnasium area.

Methods - The children were lined up in alphabetical order and given the opportunity to quickly walk (attempt) the balance beam --one foot in front of the other (without shoes). Then each child was given a ball (five children at a time). After teacher demonstration, each was asked to bounce and catch the ball and pat bounce the ball. These experiences enabled the child to become familiar with procedures of the test. Then, while the rest of the group sat on the floor to watch, each child was called upon individually to walk along the balance beam.

Scoring - The teacher recorded performance (good, normal or poor sense of balance as well as specific difficulties such as hesitancy, flat-footedness, maximum steps, sideway walking, falling to which side, etc.)

As each child finished the balance beam walk he was directed to sit in a specific place (approximately 5 feet between each child) around the gym. When all had accomplished the balance beam exercises, the first set of five were asked to stand and hold a ball. Then all five did the bounce and catch routine. Next, these five children performed the pat bounce routine. Finally, again five children at a time (still in alphabetical order) were asked to run around the gym.

Scoring - The teacher recorded ball handling and running performances (good, normal or poor as well as specific difficulties).

Attached is the form to record performance on Gross Motor Screening (7a). Refer to Statistics for Performance Norms.

D. Speech Screening Tests

The Speech Therapist administered tests in the areas previously mentioned to each Kindergarten child individually. Overlap in testing was eliminated as much as possible. However, the different tests administered in the auditory area were thought to provide greater measure in discovering variations in specific abilities and disabilities. Thus, pre-test consultation in determining applicable tests as well as post-test comparisons with Speech Therapist's results was a highly integral part of over-all screening procedures.

III. Statistics

After all tests were administered, scored and results recorded on data sheets, norms were determined.

A. Visual-Motor

According to the norms in the test manual for the Frostig Test of Visual Perception, a Mental Age was recorded for each child.

Of the 122 children screened, the following percentages indicate the results:

10% very low (range - 9 mos. to 18 mos. below CA)
8% low (range - 3 mos. to 7 mos. below CA)
7% slightly low (range 0 mos. to 2 mos. below CA)
20% normal (range - at CA to 5 mos. above)
42% above normal (range 6 mos. to 2 yrs above CA)
10% very high (range 2 yrs 1 mo. to 4 yrs 2 mos.)

One-fourth of the 122 children screened were found to have a Mental Age below their Chronological Age in visual-motor development. Thus an intensive developmental program was planned for these children.

62% of the children screened scored at least 6 months above their CA. These children would need only participate in the regularly scheduled visual-motor group activities.

B. Visual Memory

There were 8 possible responses in this phase of visual testing. The median of the 122 children tested was found to be 5. Thus, those with 4 correct responses or less were said to need further training in the area of visual memory.

57% of the children had at least 5 correct responses.
43% of the children had less than 5 correct responses.

There was a range from 1 to 8 correct responses. Also, organizational skills were determined in this test.

1% of the children indicated very good organizational skills.
57% of the children indicated good organizational skills.
31% of the children indicated average organizational skills.
11% of the children indicated poor organizational skills.

Those 11% of the 122 children screened will need further training in left-to-right movement and other organizational skills.

C. Visual Discrimination

There were 16 possible responses in this phase of visual testing. It was determined by the examiner that if a child had less than 11 correct responses, he needed further training in the area of visual discrimination.

28% of the children indicated good visual discrimination skills. (13-16 correct responses).
22% of the children indicated average visual discrimination skills. (11-12 correct responses).
26% of the children indicated low visual discrimination skills (8 correct responses or less)
24% of the children indicated slightly low visual discrimination skills. (9-10 correct responses).

The 50% falling in the slightly low and low range of visual discrimination skills would participate in further visual discrimination training.

D. Visual Discrimination and Memory

There were 12 possible responses in this test. If a child had less than 9 correct responses, he needed further training in visual discrimination or memory. Depending on his scores from the previous two phases of visual testing, it could be determined in which area the deficit was indicated.

31% of the children indicated good visual discrimination or memory (11 - 12 correct responses)
29% of the children indicated normal visual discrimination or memory (9-10 correct responses)
40% of the children indicated low visual discrimination (less than 9 correct responses)

The 40% falling in low range would be provided with further training in either Visual Discrimination or Memory.

E. Auditory Discrimination

There were 9 possible responses in this test. A median of 6 correct responses was established. Thus, if a child missed had less than 6 correct responses, he needed further training in auditory discrimination.

1 child indicated no correct responses.
34% of the children indicated low auditory discrimination. (less than 6 correct responses).
66% of the children indicated average or above average development in auditory discrimination (6 or more correct responses).

The 34% falling in the low range would be provided with further training in auditory discrimination.

F. Auditory Memory

There were 21 possible responses in this test. A median of 4 correct responses was established.

2% of the children indicated very good auditory memory (15-16 correct responses)
3% of the children indicated good auditory memory (12-14 correct responses)
54% of the children indicated normal auditory memory (4-11 correct responses)
39% of the children indicated low auditory memory (1-3 correct responses)
1% of the children indicated very low auditory memory (0 correct responses)

The 40% falling in the low and very low range would be provided with further auditory memory training.

G. Gross Motor

Of the 122 children screened for Gross Motor development, approximately 50% appeared to be developing normally. The other 50% exhibited various deficiencies in the skills tested. Thus, small group activities and exercises would be planned for those children requiring further training in the various skills.

Attached is the complete data form to use in compiling all screening results (10a) taken from previously used data forms. These are the forms given to the teachers for their use. Indicate level of ability (very good, good, normal, slightly low, low) rather than actual test score.

IV. Follow-up

Step one - The kindergarten teachers, physical education teacher, speech therapist and Reading Specialist met to go over generally the various areas of screening and their significance in reading readiness. Each area and phase of testing was outlined and discussed.

Step two - The physical education teacher consulted with the kindergarten teachers about gross motor development. Strengths and specific areas of deficit were indicated for each individual child. Then specific activities for each area of gross-motor development were outlined to provide lesson plans in training these basic skills within the kindergarten program.

Step three - The Reading Specialist consulted with the kindergarten teachers about each of the specific areas of the general screening procedures. The kindergarten teachers were given a copy of the complete data sheets for each of her groups. Then small groups within each classroom were formed according to deficit areas. (For example, all the children with deficits in visual discrimination formed a small group; all the children with deficits in auditory memory formed another small group; etc.) Thus, with further consultation from the Reading Specialist and Speech Therapist, the teachers are able to make specific plans for materials and activities to provide adequate training in the developmental skills.

Step four - The Speech Therapist met with the kindergarten teacher to go over specific problems in the auditory and speech areas. Then, an in-class program was planned and implemented by the Speech Therapist to provide further auditory and and language development.

Step five - Classroom demonstrations and creation of materials to increase skill development are planned for the kindergarteners to provide a wide range of activities for adequate reading readiness upon entrance to First Grade in September.

Step six - An individual data sheet of screening results was completed for each child to be kept in his permanent cumulative folder. Attached is a copy of this form. (10 b).

Step seven - This final step would include a follow-up testing session in September to measure further abilities and provide the first grade teachers with a reliable indication of each child's actual level of skill development. Children with acute problems in the various areas would be referred to either Speech Therapist,Learning Disabilities teacher or Social Worker for further diagnosis.

V. Evaluation

The entire screening procedure appeared to measure developmental differences in kindergarten children. Each area and phase of testing was important in measuring readiness skills. And, since the time allotments were kept to a minimum (122 children were screened completely in one week) the scoring time was minimal.

The visual-motor test seemed to be a very adequate measure for the time consumed in actual testing.

In the visual memory test, it was necessary to include eight basic designs to provide a range in scoring. A frustration point in this phase was reached by only a few children.

It was felt that the visual discrimination phase of the screening was the most difficult for the children. Perhaps this was the least reliable device of the testing. Fewer and less difficult pages or an entirely different test of visual discrimination might better replace this phase. However, a sufficient scatter was found to fulfill the intended purpose at this time.

The visual discrimination and memory phase was a useful supplement to the previous phases of visual testing. If a child scored low on visual discrimination and memory phase, it could be determined that his deficit was in visual discrimination rather than visual memory. Thus, the visual discrimination and memory phase served adequately as a countertest to further pinpoint a deficit (or strength) area.

The auditory discrimination and auditory memory tests were also felt to be measures. Along with the Speech Therapists useful results, it was very clear where children had strengths and deficits. Item #9 on the discrimination test was not valid because most of the children did not recognize the streetcar. A more familiar object should be substituted.

Half of the children were administered the auditory discrimination test in a small group (5 children). The other half were administered the test individually. It was felt the children were best able to discriminate between words in the individual situation. The test results were slightly better when administered individually.

In each area of screening, it was possible to provide teachers with activities, materials and methods for curriculum change and adjustment. The teacher is better aware of each child's strength and deficit areas and can more adequately plan her lessons accordingly.

Summary:

This evaluation was not designed to be diagnostic in terms of labeling children as having learning disabilities, but only to give information in terms of developmental readiness. Children scoring close to the norms were included for training not as learning disability cases, but only because training might be of benefit to them.

It is felt that the primary objectivesof the kindergarten screening program were fulfilled. A good communication among the teachers and the various special personnel was established and maintained. Thus, a Screening Program can be a useful and integral part of the kindergarten curriculum.

KINDERGARTEN SCREENING RESULTS

Child's Name ______________________________ Room ____________

Date ________________ Birthdate _______________ C-A ___________

Test Results

Auditory Memory

Digits ______________ Word Synthesis _____________

Words ______________ Auditory Discrimination _________

Sentences ____________ MLR ____________________

Van Riper _______________

Examiner ______________________

Visual Motor ___________ Visual Discrim. (Reversals) _________

Visual Memory __________ Auditor Discrimination ___________

Visual Discrimination __________

Examiner _______________________

Auditory Memory

Story Comprehension __________

Oral Expression ______________

Hand Preference ______________

Eye Preference _______________

Foot Preference ______________

Examiner ________________________

NOTES

MAINE TOWNSHIP
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SUPPLEMENTARY READING INSTRUCTION AT THE SECOND GRADE LEVEL

At the request of the classroom teacher, I observed a low second grade reading group. They were reading the 1-$_2$ Scott Foresman Reader. The teacher had been following, in detail, the basic teacher's manual, covering one story in two days. Her reading group consisted of two 20-25 minute sessions. Because it was too difficult for the children to do the workbook exercises independently, one-half the workbook, "Think and Do", had been completed as a group exercise.

An analysis of the children's oral reading revealed extreme deficiencies. They read word by word and made numerous errors. As a group they were inclined to rely on initial, and occasionally final, letters to determine each word. Usually, they distorted the vowel sounds, as calling "hot" for "hit". The child reading rarely corrected his own error, even if the meaning were distorted. However, those listening would readily recognize the error. Therefore, the basic problem appeared to be poor word attack skills.

Their over-all listening comprehension appeared adequate; however, they were unable to discriminate detailed auditory informations. Visual skills were also inadequate.

The preferred remedial approach appeared to be in the area of auditory discrimination. Gradually, relating this to auditory-visual integration.

Various listening activities were commended. These were to be performed during a third reading group session (10-15 minutes) daily. Also, some activities could, beneficially, be used with the entire class.

Some of the basic activities were as follows:

I. Recognition of gross sounds (environmental sounds, such as hammering, honking, etc.)

II. Rhyming words
   auditory
   then, auditory-visual integration

III. Recognition of isolated vowel sounds, auditorially, no labeling as - ă - ā - ă
ī - ă - ă Which are alike? etc.

IV. Recognition of vowel sound in words, auditorially
vowel in initial position
as - apple, elephant, animal Which one is different? etc.

V. Begin to develop auditory-visual integration
make clue cards - as

ask children to say words that begin with short a sound, teacher writes them on board

VI. Recognition of vowel sounds in words, auditorially
vowel in medial position
as - big, sand, bat Which one is different? etc.

VII. Develop auditory-visual integration
relate to rhyming concept
as - writing rhyming words using "a families"
such as - at, bat, hat - and, land, sand

Reading and writing 2, 3 and 4 letter words that contain the short a sound

For ideas III through VII -
teach ă sound
then ĭ sound
then combine ă and ĭ
(much later, introduce other vowels sounds)

As the children reached level VII, they had finished the Scott Foresman first grade and transitional readers. Therefore, before proceeding to the 2_1 reader, several weeks of concentrated remediation and instruction were employed. This included level VII activities and linguistic stories (typed on primary typewriter) based upon short a and i sounds. Gradually, the remaining short vowels were introduced using the preceding format. Also, stories using these words were read.

An analysis of other weak areas was made. Then, as supplementary, other reading and listening activities were included in the "total reading program".

At present, this group is in the 2-$_{1}$ reader, reading approximately one story per day. Their reading has shown marked improvement. They continue to need practice in word attack skills as well as other basic reading activities. As a group, most of these children may find reading a difficult task. However, thanks to an interested classroom teacher, they have a better foundation and are making steady progress.

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LANGUAGE DEVELOPMENT

Some children within our schools have serious, and therefore very obvious, language deficits. Other children may appear to be alert and intact although they, too, have some type of language inadequacies. A particular child may have difficulty understanding the spoken word. This receptive language deficiency would affect his comprehension of class instruction and directions, as well as read material. Inevitably, this child would have an expressive language deficiency. One must understand spoken words and ideas before he can talk in a meaningful manner. Another child may have well developed receptive language abilities but deficient expressive abilities. This child understands what he hears (or reads) but has difficulty expressing his ideas. An expressive language problem could manifest itself in many forms. For example, a child might be unable to give the precise name for a given object, might use incorrect verb tenses or might be unable to organize his thoughts into a complete, sequential sentence. The correlations with written language is obvious.

When teaching a youngster with a language disability, first determine his level of language achievement. Starting at this level, proceed, step by step, through the various stages of learning. Any meaningful, sequential program can be utilized.

Following are 3 examples of language deficiencies ---

I. J., a first grader, has a severe receptive language problem. His comprehension of basic mouns is highly deficient. For example, to teach him some nouns, as "dresser" and "table", one must use doll furniture. Pictures are too abstract. Also, the concept must be taught first at the receptive level, then at the expressive level.

2. G., another first grader, has a slight receptive deficiency. He is dysnomic, that is, he has great difficulty calling forth the appropriate name of an object. Take, for example, the word, "spoon". He will say, "You eat with it. It belongs on the table." But. he cannot remember the word "spoon".

However, if you give him a choice of words, as, "fork, spoon, table", G. can say "spoon". Thus, his instruction will be geared to oral expression of isolated words.

3. At a higher level, J., a fifth grader, cannot consistently write a complete sentence. He needs some practice with speaking in sentences. This will help him to organize his thoughts into a complete, meaningful unit. Also, J. needs numerous exercises where he completes written sentences. (Gradually, increasing the amount he must write until he writes the entire sentence.) Another type of exercise should include dividing run-on sentences. (J. frequently composes run-on sentences.) Gradually, he should write short essays and learn to monitor his errors. Instruction should follow a systematic, step by step, approach.

The following pages include a partial list of basic language activities. This report is not intended to be inclusive. Numerous aspects of language development can be added.

Sources for pictures -

1. Primary workbooks

   Language arts and/or reading readiness type of workbooks from any basic series.

   Cut and mount pictures on cardboard - arrange in file according to basic use (can note specific ideas on back of card)

   Choose pictures that are large, clear, simple and realistic. (Color, too, is beneficial.) (Also - remove all extraneous detail.)

   Might cut apart some pictures,
   as - sequential pictures

2. Catalogs and magazines.

3. Peabody Language Kits.

4. Ginn Language Kits

5. Follett "I Want to Learn Charts"

6. Scott Foresman Language Charts - (Open Highways series)

7. Ideal cards - (nouns, prepositions, etc.)

Partial Curriculum for Basic Oral Language Instruction

Receptive	Expressive
Nouns Begin with concrete objects	
Step 1 - Show a ball Say "ball"	Step 1 - same as receptive and encourage child to say "ball"
Step 2 - Show other balls - different sizes and colors, one at a time Say "ball" for each one Say - "Show me ball"	Step 2 - same as receptive and encourage child to say "ball"
Step 3 - Show 2 items - 1, a ball; 1, something different, as a book Say "Show me the ball"	Step 3 - same as receptive and encourage child to (1) Finish your sentence - "This is a ____" (ball) (2) Answer your question - "What is this?" (ball)
Step 4 - Continue steps #1, 2 & 3 with other objects - Choose objects that are grossly different in shape, use and sound (of word)	Step 4 - Proceed as step #3 - with child saying name of object.
Step 5 - After child has learned to recognize several objects, present 2 or 3 "known" objects and say, "Show me the ball," "Show me the pencil,"	Step 5 - Same as receptive and Say 1) "This is a____" (ball) - repeat for each object; 2) "What is this?" (ball); 3) If possible, encourage

"Show me the banana."	child to say - "This is a ball," "I have a ball." (Keep format simple and consistent)
Proceed to pictures - simple, realistic	
Step 6 - Repeat steps #2, 3, 4 & 5 using pictures First combine objects with pictures, then gradually remove objects	Step 6 - Same as receptive and encourage child
Step 7 - Continue identification of pictures and expand sentence format - as "Please give me the ball," "Here is a ball," "I have a ball," etc.	Step 7 - Same as receptive and encourage conversation between teacher and child and/or between 2 children.
Step 8 - Teach singular & plural - Place several pictures (use objects if pictures seem too difficult) on table 1) 2 pictures 1, one ball; the other, two balls. Say - "ball" "This is a ball" "Show me the ball" "Balls" "These are balls" "Show me the balls" etc. 2) Repeat with another set of pictures - as pencil, pencils. Then use pictures that have 3, 4, or 5 pencils.	Step 8 - Same as receptive and encourage child to talk - Say, "What is this?" (ball or balls) (This is a ball. These are balls), etc.
Step 9 - Repeat above procedures with a variety of singular and plural pictures.	Step 9 - same as receptive and encourage child to talk

Step 10 -Gradually decrease the differences between "new" noun pictures (use objects if child cannot readily recognize pictures - gradually proceed to pictures) - as; ball, bat, doll - or - apple, banana, grapes. later - grapefruit, oranges, apples	Step 10 -Same as receptive and encourage child to talk. "This is a ball." "These are dolls."
Step 11 - After child recognizes individual words - gradually introduce simple pictorial associations; as - cup and saucer bat and ball Have children match objects & pictures Later use worksheets - as: C. P. Reading-Thinking Skills, Pre-Primer level	Step 11 -Same as receptive and encourage child to talk - Say, 1) "Cup goes with___?" "Bat goes with___?" 2) "You say the whole sentence." 3) Later - remove - Say - pictures & use just words - "Cup goes with___?" "What goes with cup?"
Step 12 -Teach categorization - Present a series of pictures - Say, 1) "Show me the pictures of animals." (furniture, foods, etc.) 2) Later - refine categories - "Show me the farm animals." (fruit, etc.) (A dollhouse is an excellent median for classifying furniture. 3) Still later - give independent assignments - a) Arrange individual pictures in categories, b) Use cut & paste dittos, c) Ask children to draw (fruit, animals)	Step 12 -Same as #1 & 2 - receptive. 1) Begin with picture clues - Give children a series of pictures to classify. Have children orally label each picture. 2) Later - remove pictures, Say, a) "Tell me some farm animals." b) "A monkey, elephant & tiger are all ______ animals." c) "A monkey, elephant & tiger are all___ ____." Gradually increase the difficulty of concepts.

Step 13 Teach multiple word meanings; as - the word "bat" 1) Teach each picture - word association. 2) Then teach using both pictures - Show a variety of pictures. Have child find both pictures of "bat." 3) Later - use worksheets; as - C.P. Reading-Thinking Skills, pre primer	Step 13 Same as receptive and encourage child to talk
Step 14 - Teach "advanced" word associations (with pictures) 1) Teach basic associations, as - skate to foot; umbrella to rain; towel to towel rack 2) Later, use worksheets as C.P. Reading-Thinking Skills, pre primer	Step 14 - same as receptive and encourage child to talk Bagin with pictures. Later, remove the pictures.
Step 15 - Teach sequencing - Using pictures - 1) Begin with 2 simple pictures - say, "Show me which one happened first? Next?" 2) Gradually, increase the number and complexity of pictures.	Step 15 - Same as receptive and encourage child to talk Say, 1) "Tell me which one happened first?" "Second?" 2) "Now, tell me the whole story." Gradually increase no. of pictures.

Verbs

Begin with concrete situations -

Step 1 - Teach 1 verb - as "hop." You hop - say, "hop" "I am hopping." Child hops - say, "You are hopping." Other children hop - say - "Billy is hopping"	Step 1 - Same as receptive and encourage child to talk Gradually, expect child to say more words. Say, "You are going to ___?" (hop) "You are ______?"

"They are hopping." (NOTE - Use isolated word if child cannot understand a sentence.)	"What are you doing?" "hopping" Reply - "I am going to hop," or "I am hopping"
Step 2 - Show pictures of children hopping. Have children relate word, action & picture. Say - "Hopping" as you point to pictures. "How me the girl hopping." Later include 1 or 2 other action pictures - Say - "Show me the girl hopping."	Step 2 - Same as receptive and encourage child to talk - as step 1. Say - "What are you doing?" "What is the boy doing?"
Step 3 - Teach other verbs - 1 at a time - following steps 1 and 2 (As with nouns, use action verbs with gross differences, as hop, eat, swim)	Step 3 - Same as receptive and encourage child to verbalize. Same as Steps 1 & 2 Ask - "What are you doing?" reply, "I am eating." "What is John doing?" reply, "He is eating."
Step 4 - After child can recognize several verbs - Show 2 or 3 different pictures. Say - "Show me the boy hopping." "Show me the boy eating." (Combine verbs with nouns the child knows) (Be certain there is only 1 significant variable in each picture. If the noun varies the child may be recognizing the noun rather than the verb.)	Step 4 - Same as receptive and encourage child to verbalize. 1) The child looks at pictures and you ask - "What is the boy doing?" reply - "The boy is swimming," etc. Later - Show picture and say - "Tell me about the picture."

Step 5 - Gradually introduce related verbs - as "running" & "hopping," & "runs" & "hops." Follow steps 1, 2 & 4.	Step 5 - Same as receptive and procedure in Step 4
Step 6 - Teach verbs that are frequently used in classroom directions - as - color draw underline circle mark Follow Steps 1, 2 & 4 Provide opportunity for child to apply these verbs.	Step 6 - After concept has been taught (Receptive), have child tell what he or another child is doing (as "coloring").
Step 7 - After child fully understands "direction words," give pictorial seatwork papers - This will reenforce knowledge of nouns & verbs. As - "Color the cat." "Put a mark on the boy that is running."	Step 7 - Ask children to give oral directions to the class - (as "color all the trees.")
Step 8 - After child has facility with simple nouns and verbs, teach prepositions.	

Prepositions

Step 1 - Place a block under a chair. Say; 1) "under" 2) "under the chair" 3) "the block is under the chair." 4) "Is the block under the chair?" 5) "Is the block on the chair?"	Step 1 - After block is placed under a chair (same as Recep.) Ask, "I am putting the block______." "Where is the ball?" reply - "Under" "Under the chair" "The block is under the chair."

(Be certain that child understands #1 before you proceed to #2)

(For a child with a severe receptive language problem one may need to say only "under" or "under the "chair" and proceed to Steps 2 & 3. Later, say sentences.)

Step 2 -

Proceed as step 1.

Later - say,

"Put the block under the chair."

"Put the block under the book."

Etc.

Step 3 -

Introduce another basic preposition -

Proceed as in Steps 1 & 2

(Gradually strive for complete sentence responses.) May proceed to following steps before sentence responses are given.)

To obtain a complete sentence response, teacher may have to structure the language as -

1) "Where is the block?"
   "The block is ______."
   (reply - "under")
2) "The block is ___ ___ ___."
   "Where is the block?"
   (reply - "under the chair")
3) "Where is the block?"
   (reply - "The block is under the chair.")

Teacher may need to say complete sentence & have child repeat it.

For children with severe expressive language problems, one may need to accept a phrase (as "under the chair") as their best response. Then, proceed to teach other prepositions. Later, gradually, teach child to respond in a complete sentence.

Step 2 -

Same as Receptive Steps 1 & 2 and Expressive Step 1.

Ask ("Where is the book?")

("The book is ___ ___ ___.")

Reply - "under the chair."

Ask ("Tell me where I put the book?"), etc.

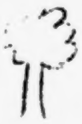
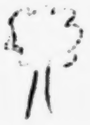
(You are simultaneously increasing, his receptive and expressive language.)

Step 3 -

Same format as Receptive & Expressive - Steps 1 & 2 and concepts as Receptive - Step 3

Step 4 -
Combine 2 prepositions - Say
"Put the block under the chair".
"Put the block in the box." etc.
"Is the block in the box?" etc.

Step 5 -
To reenforce concept, give worksheets -

1. 
2. 

1. Draw a bird under the tree.
2. Draw a bird in the tree.
   etc.

Gradually increase the difficulty of the worksheets.

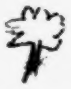
Step 6 -
Introduce additional prepositions
Follow steps 1, 2, 4 & 5.

Step 7 -
Give worksheets as in Step 5
Vary the nouns - as,

1.
2.
3.

1. Draw a circle around the tree
2. Draw a circle under the apple, etc.

Step 8 -
Give worksheets as in S+ep 7
Vary the verbs, too - as,

1. 
2.
3.

1. Put an "x" under the tree.
2. Draw a circle around apple, etc.

Step 9 -
Proceed to teach other parts of speech - as, adjectives.

Step 4 -
Same as Receptive Step 4
Encourage complete sentence response.

Step 5 -
Same as Receptive Step 5.
Ask child to verbalize as he performs task - as,
"I am drawing a bird under the tree."
"The bird is under the tree."
etc.
Later - ask children to give (say) the oral directions. (children take turns being "teacher.")

Step 6 -
Same format as Expressive, Step 5 and concepts as Receptive, Step 6.

Step 7 -
Same as Expressive Atep 5

Step 8 -
Same as Expressive, Step 7

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VISUAL-MOTOR TRAINING

The value of Visual-Motor training for children with learning disabilities is considered by some to be controversial. The task of developing a program for deficient learners depends on our willingness to study them.

I believe that the controversy about motor training is the result of claims made by some that it is a cure-all for every child. I would like to stress that motor training should be used only when the individual child has demonstrated that he has inadequately developed in this area. It is vital that the individual needs of each child be met and the program developed to start at whatever point the child is at the time, and to deal with the total child.

The rationale of some of the exponents of Visual-Motor training:

> Dr. Kephart contends that a stable spatial world can be established only through the development of a system of spatial relationships learned first in the motor activities of the child, and later projected onto perceptual data.
>
> Dr. Ayres believes that visual, perceptual, and skilled motor abilities must grow out of an individual's having a thorough knowledge and understanding of himself as a motor being. This leads to successful perceptual motor integration.
>
> Dr. Getman feels that the clinical evidence accumulated by optometry proves beyond a doubt that vision evolves from actions of the entire organism and is a derivative of the total action system.

Teaching should be directed toward the total activity of the child in any given task. The total activity includes all four processes: input, integration, output and feedback. The integrative process involves the pulling together and organizing of all the simuli which are impinging on the organism at a given moment. It also involves tying together the present stimulation with experience variables retained from past activities of the organism. Learning is a development, not a mechanical addition of performances. With this in mind, I would like to define the various aspects of visual-motor development, describe the difficulties which children may have when development in this area is inadequate, and suggest some activities which can be used or adapted to develop body schema, laterality, directionality, internal organization, visual-motor coordination, and visual perception.

Definitions:

Body image is the child's feeling and awareness of his own body.

Body concept is the intellectual knowledge which is acquired by conscious learning of the parts and functions of the body.

Body schema is the unconscious balance and coordinated movements while maintaining equilibrium.

Laterality refers to a kinesthetic or muscle sense involving an awareness of which side of the body is which.

Directionality in space is the projection outside the organism of the laterality which the individual has developed inside the organism.

Spatial Relation is the ability to perceive the position of two or more objects in relation to himself and in relation to each other.

Figure Ground is the ability to select from the mass of incoming stimuli a limited number of stimuli to form the figure in the person's perceptual field, while the majority of the stimuli form a dimly perceived ground.

Figure Constancy is the ability to perceive a shape and recognize it when it is presented in different ways.

Gross Motor Coordination is the ability to transfer movement from a large muscle group to the finer muscles without any problems such as balance, agility, etc. where the intent is gross.

Fine Motor Coordination is the ability to transfer movement of the muscles smoothly and with control where the intent is fine.

The child who cannot distinguish b from d, and who has problems with rotations and reversals, is struggling with a directionality problem. He cannot distinguish the different because to him there is no difference. He will also have difficulty grasping the concepts of in-out, up-down, left-right, on-no, saw-was, 24-42 and like confusions. Adequacy in the area of directionality is independent upon development of body image, body concept, body schema and laterality. Activities listed in Table I are designed to aid in the development of these areas.

The child first perceives the position and direction of objects in relation to his own body. From this ability he learns to perceive the position of one object in relation to another. If this perception is inadequately developed, his orientation in the world will be disturbed. A child struggling with spatial relations will have difficulty in the perception of sequence of letters in a word (spelling), the sequence of processes in arithmetic, the relative position of digits in problems, map reading and/or understanding graphs.

We perceive most clearly those things to which we turn our attention. An object cannot be accurately perceived unless it is perceived in relation to its ground. A child with poor figure-ground discrimination appears to be inattentive and disorganized. A child with this disability will appear to be careless in his work because he is unable to find his place on a page, skips sections, cannot find words in the dictionary...is unable to solve familiar problems on crowded pages.

A child with poor shape size constancy can be anxious by general unreliability of appearances. Symbols that are recognized in one form are not in another. Learning to read or work with symbols is most difficult. Table II contains activities which can be adapted to meet the needs of children with inadequate development in the above mentioned areas.

For the young child who needs motor training it is best to use the training before starting any other type of remediation. When the activities have established a sound internal organization and motor control, academic remediation should be instituted according to need, and should meet with better success. The problem with the older child is more complex. He still needs to develop the internal organization of self and his environment, but not only has he developed emotional resistance, he also has the increased urgency for mastering academic skills. With this older child the motor training has to be cleverly presented and sold as an essential part of remediation. The older child with need for motor training will undoubtedly have a poor self concept because of his inability to perform adequately with his peers not only in academic areas but in social relations and recreational activities. Through motor activities the child can develop better internal organization of his body and his relation to his environment. With improved motor coordination there should be improved self image because the ability to adequately move and participate with one's peers will help social and recreational relations. The improved self image will strengthen motivation for building academic skills. The internal organization and stabilized perception will directly affect the processes of dealing with symbols and cognitive concepts.

TABLE I

ACTIVITIES TO DEVELOP BODY IMAGE, BODY CONCEPT, BODY SCHEMA, LATERALITY AND DIRECTIONALITY *

1. Angels in the snow.

2. Rolling one's body in a controlled manner.

3. Crawling on hands and knees in a cross pattern fashion in response to oral directions with internal control as to which arm and leg is to move upon a given signal; later to respond with control to self directed commands.

4. Drawing human figures or completion of partially drawn figures or assembling parts of the body.

5. Walking erect in coordinated fashion with internal control and flexibility to commands or obstacles.

6. Throwing and catching with responsble accuracy and flexibility.

7. Jumping with both feet, one foot, over things and off things with reasonable control and flexibility.

8. Skipping and galloping in a coordinated rhythmic manner.

9. Dancing or moving the body in coordinated response to music.

10. Balance beam and balance board activities.

---

*The above list of suggested activities can easily be expanded or adjusted to the needs of the individual child.

TABLE II

ACTIVITIES TO DEVELOP SPATIAL RELATION, FIGURE GROUND, FIGURE CONSTANCY, INTERNAL ORGANIZATION AND FINE MOTOR COORDINATION *

1. Rhythmic bouncing of balls, jumping rope, and playing jacks.

2. Integrating a series of body movements first with oral directions and visual demonstration, then with only oral or visual commands. Gradually make the series longer and more complex to develop both internal organization and oral or visual memory.

3. Obstacle course activities requiring motor planning, flexibility, accurate body image and space relations.

4. Chalkboard activities are excellent for developing eye-hand coordination and I feel that they should precede paper and pencil activities. The specific activities are limitless and can easily adapted to the age and stage of the individual child.

5. Paper cutting and folding are useful, and again are easily adapted to the individual child.

6. Ocular pursuit of moving object activities develop control and smooth movement of the eyes.

7. Clay tray and sand tray activities are good kinesthetic and tactile remediation techniques and help with fine motor control.

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*The above list of suggested activities can easily be expanded or adjusted to the needs of the individual child.

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IN-SERVICE TO THE NON-PUBLIC SCHOOLS

The program in the non-public schools was designed primarily as in-service for the teachers. The major phases involved were the identification, diagnosis, and remediation of children with Learning Disabilities. Essentially the in-service goals for each participating school were identical in nature, although various schedules, methods, and presentations were made in order to meet the individual needs of each school.

A meeting of the non-public school administrators was held at the Center to inform them of Title III functions and the services available to them. Folders with various informative sheets were distributed.

Faculty Seminars on "The Composition of Learning Disabilities", "How These Deficiencies Could Be Identified", and "What to Do With These Children" were held at the various schools. The attendance at these sessions ranged from the entire school faculty, to departmental sections (primary, intermediate, and junior high), to grade levels, and individual teacher meetings.

Individual teacher conferences were scheduled to discuss A) specific children that were tested, and/or B) children who were observed as having had some difficulties. These difficulties were pinpointed and remedial materials and methods were suggested. Individual classroom procedures for learning were suggested, such as capitalizing on the teaching of knowledge through the child's strong channel (for example auditory rather than visual). Suggestions useful for parent conferences were given and instituted at many locations. Several school faculty sessions were held at the Center as well as specific in-service seminars relating to areas such as language arts, science, et al.

Diagnostic services were given in a demonstration type setting. Observable behaviors during testing sessions were noted and related to those of the faculty observing. The administration, scoring, and interpretation of the tests were also demonstrated during these sessions. The Slingerland Tests were used at all levels because of its ease in group administration. Other methods of testing, such as the phonetic inventory, observable gross motor movements, fine visual motor patterning, word syntheses and other segments of auditory and visual channels were demonstrated.

Individual, group, and classroom demonstrations of remedial techniques and materials were given with regard to all phases of learning disabilities. For example, in grade one, the following was demonstrated: Peabody Language Development Kit, (useful in all areas); Language Master (auditory, visual, and combination); Techniques of Frostig, Kephart, Strauss, and others (fine visual motor, gross motor, tactual, and visual perception); listening to tapes, games, and many other examples were given.

An invitation was extended to the administrators and faculties to attend the materials display at the Center. Demonstrations were given and subsequently these materials were loaned to the non-public schools for short periods of time.

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THE JUNIOR HIGH

The Junior High received services in the areas of faculty identification of children with learning disabilities, diagnostic and remedial techniques, redesigning of individual curriculums, and parent contacts. The teacher in-service program was directed to answer the question, "How can this (these) child (children) be accommodated in the classroom?"

Faculty seminars were held where the identification of children with learning disabilities were discussed. Various papers that described observable behaviors of these children were distributed. Throughout the year, several movies were shown which described learning disabilities associated with children. The movies enabled the viewer to visualize the learning processes of these children. Meetings with individual teachers, as well as with the Junior High Faculty, were held to discuss the program, to answer questions and reiterate the importance of the referral and interview sheets, to schedule children for remedial classes, to stress the utilization of and to administer pre-tests, and to introduce and utilize additional diagnostic tests when needed. The remedial work of individual children and groups of children, curriculum needs, parent conferences, and evaluation of the child's progress were also discussed in these meetings. Seminars in Language Arts, Mathematics, Science, and Social Studies were held at the Center. Teachers in these areas were released from school to attend these sessions.

The pre-testing of the students in the program consisted of The Wide Range Achievement Test and the Gates McGinite Reading Tests. Additional diagnostic testing of some students followed certain phases of the Diagnostic Profile. The STS Inventory was completed by all of the students.

The remediation program concentrated mainly on phonetic elements, reading comprehension, mathematics, general language development, and self-concept image. Children who had multiple disabilities and were highly distractible were seen individually. Small groups that ranged from two to three children with very similar disabilities were seen at one time. A student discussion group of the eighth grade children in the program was conducted. Discussions varied around problems, vocational aspects, and hobbies.

Teachers adapted and expanded various curriculum phase changes. Group and individual programs that concentrated on the child's strong channel of learning were initiated in the classrooms. For example, those children who were strong in the auditory channel were given knowledge auditorilly (tapes, etc.); the same applying to the visual and kinesthetic channels of learning. Attached is an example of work in social studies regarding the learning of the United States Constitution.

Parents of the children in the program were seen periodically. A session was held where the Junior High Program was discussed and demonstrations of materials and methods were shown. Individual parent conferences were held where the learning processes of the child were discussed. The purposes of these conferences were to better enable the parents in understanding their children's disabilities and strong areas and what prescriptive measures to take. A parent discussion group met regularly to discuss various problems that they had and how they had learned to cope with or eliminate the problem. Parent discussion groups were also held at the Center with various speakers present.

U. S. CONSTITUTION

Used for the slower student. The same material is on tape. They listen to it and follow along for initial reading of "Constitution" information.

Created by Amy Bunce - 7th and 8th grade History teacher by Pennoyer School - District #79.

THE GOVENMENT OF THE UNITED STATES

CHAPTER I

Today you are going to begin the study of our government.

What is "our government?" It is that large group of people who are in charge of our country - they are called the government of United States.

The government keeps the United States operating smoothly, just as a policeman keeps the traffic running smoothly. A policeman can direct the traffic because there are rules that both he and the drivers of the cars know about and follow. Our government runs the country according to rules, too. These rules are called The Constitution of the United States. The Constitution was put together and decided upon in the year 1787. That was 183 years ago. George Washington was the first President of that first government.

According to the Constitution, the government of the United States is divided into three parts, called branches. Just as a tree has branches that are all part of the same tree, so the branches of the government are all part of the same government. Each branch has a special name and a special job to do.

Now - let us think back a minute to what has just been said. There were four things:

First - that "government" means: that large group of citizens who work together to keep the United States operating smoothly.

Second - that the government runs the country according to rules. These rules are called The Constitution of the United States.

Third - That the Constitution was put together about 182 years ago, in 1787; that George Washington was the first President in that new government.

and Fourth - that according to the Constitution (the rules), our government has three main branches, each with its own name and job.

To be certain that you understand what has been said, you will play this lesson again. To do so, we will read the following instructions together: (You will do nothing at this time.)

1. You will turn the recorder to stop.
2. Rewind the tape back to number 5.
3. Turn your lesson sheet back to the first page so you may be again ready to follow along.
4. Press the 'Play' button, and follow lesson to end of page one.
5. Press the Stop button and then turn the recorder off.

The final part of your lesson is on page 3.

These are questions you will answer to see how much you have learned during this lesson.

You may now begin instruction #1 - turn the recorder to stop.

Now - let us see how much you have learned. Below are questions for you to answer that are taken from the tape you just listened to. See if you can answer them.

1. What do we call that group of citizens who are working together to keep the country running smoothly?

   ____

2. What do we call the rules that tell how our government should be worked?

   ____

3. When, or in what year, were these rules put together?

   ____

4. How many main branches are there to the government of the United States?

5. Who was the first President of the first government of the United States?______________________________

After you have finished answering these questions, go back to page one and check your answers.

REVIEW OF CHAPTER I

In the last lesson, we learned that the government of the United States is that large group of citizens who are keeping this country working in the right way;

2. We learned that the rules which the United States government follows is called the Constitution and

3. that the Constitution was written in 1787, and that the first President of the United States was George Washington. and

4. The rules called the Constitution tell us that our government has three main branches.

Now, in this last lesson we are going to talk about choosing the people who help in the government.

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PHONICS IN THE KINDERGARTEN & GAMES FOR REINFORCEMENT

An informal introduction to phonics was presented in the class of Miss Eileen Olsen. The program began last January. Only consonant sounds were presented and three sessions of twenty minutes was spent on each sound. Large letters were cut from construction paper to show the children at the beginning of the phonics period. After discovering children with names correlating to that sound, each child came in to the middle of the circle and pronounced his name. Next objects were shown to the children which began with that sound, and passed from each child around the circle. As the object reached a child, he had to say the name of it. For example, when we were working on "B", I brought a large bag into the room filled with a small plastic basket, a piece of blue paper, blue beads, a blue bean bag, a bell, buttons, etc. The children named each object and passed them around to examine and pronounce the word.

Then I used a game containing the sound we were discussing on that particular day. For example, we played Bean Bag in the Basket on one day for B, and then the next time Bunny and the Basket. The kindergarten teacher began introducing the letters in a classroom situation by February. Consequently, by April the children recognized the letter which I presented. Some were able to name several words or other children's names by this time.

It is hoped that the children will be able to progress better in reading because of this informal introduction to phonics.

Phonics Games Used to Reinforce Consonant Sounds

The Sound of B   Bean Bag in the Basket

I cut out a large blue "B" from 12 x 18" construction paper in manuscript letter. Two blue bean bags were secured from the physical education department. I showed the letter to the children, trying to discover if there were any with the names of Barbara, Bobby, Betty, etc. and writing the names beginning with "B" on the board. The children made a circle and passed the letter around to each other making the sound of "B" as they gave it to the next child. After this the class lined up in single file behind a chalk line. A waste basket was set a few feet in front of the line. Each child was given the bean bag and tried to get it inside the basket. As they threw it, they had to make the sound of "B." If the bean bag went inside the basket, a small blue square was pinned on them. The child having the most blue squares after a certain period of time was judged to be the winner.

The Sound of B Bunny in the Basket

The teacher should make a head band with bunny ears. Show the class the letter from the previous time and see if they remember the name of it and the sound. One child was chosen to be the bunny. A small basket which was purchased at the dime store was given to the bunny. The other class members made a circle. The bunny put on his ears and walked around the circle. He dropped the basket behind a child, making the sound of "B." The other pupil had to pick up the basket and chase the bunny around the circle back to his original spot. Then a new bunny would be chosen to put on the ears, take the basket and drop it behind someone else. As soon as a child had a turn, he had to sit down in the circle.

Phonics Games Used to Reinforce Consonant Sounds

The Sound of R Running Over the Red Rug

I made a 36" square "rug" by stapling large poster board and covering it with red crepe paper. Next I cut out a large manuscript "R" from red construction paper for the introduction step. I made the sound for the class and they repeated it as they passed the letter from one to another. Next the game was explained to the group. A child whose name began with "R" was chosen to be leader and the others lined up behind him in single file. As each child came to the red rug, he had to run over it making the sound of "R". I was playing the piano but a record could be used. When I stopped, the child on the rug, had to sit down. The game continued until only one child was left. That person was declared the winner.

The Sound of R Ring Toss

Another game which was played to reinforce the "R" sound was Ring Toss. This item can be purchased in most discount stores. It comes with two rings, one red and one blue. I eliminated the blue one. The children stood behind a chalk line and as they tossed the red ring towards the upright stick target, they had to make the sound of "r".

The Sound of R Red Light

Red Light is another game which helps reinforce this sound. One child is picked to be the red light and a large red circle made out of construction paper is taped or pinned on his back. The class lines up behind a designated line. The child who is the "red Light" begins to count to ten slowly. As he does, the other children walk as swiftly as they can towards him, as his back is to the others. Once "ten" is spoken, the "red light" turns around. If he spots anyone moving he sends them back to the original line. Once a child reaches the "red light" on subsequent countings, he touches the "light", saying "r". The pupil who is the light turns around and chases all the children back to the line, trying to catch someone. A new child for the "red Light" should be chosen each time.

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THE LANGUAGE MASTER IN A DEVELOPMENTAL READING PROGRAM

The Language Master is a machine which is run electronically. It is merely necessary to place a card in the guide on the front of the instrument and the mechanism transports it slowly to the left, and while it travels the Language Master speaks the words found on the card. At the back, on the lower right corner a place is found where either a headphone or a speaker plug is inserted and the internal speaker disconnected. This allows the machine to be used quietly with headphones in busy classrooms. It is easy to operate as there are only two controls, Tone and Volume.

This is a machine that helps pupils who lack skills in visual and auditory perception. Some need help in hearing and pronouncing words correctly; others need to improve their ability to apply principles of structural and phonetic analysis as a part of vocabulary development.

The cards which are used with the Language Master are various sizes; the larger cards are best for use in readiness activities; name recognition, color recognition and action sight words found in the pre primer vocabulary. These cards provide the correct models in reproducing the sounds and the words. Auditory and visual approaches may be combined in interesting drills. For example, in learning the names of other children in the room, photographs of each child can be clipped on the top of the card. After intensive drill on the machine, the teacher can remove the photographs to test the child on the various names. The same procedure can be used for color identification. Cut strips of construction paper and clip to the upper left hand corner of the card.

The next step in combining the use of the Language Master in the reading program is to have the child learn the consonant sounds by making cards in the following way:

> Push the instructor button on the front of the machine and turn on the light near the rear of the machine to record. Name each letter, then make each sound, using a primer word at the end of the card.

B b bat

F f fun

For the children still experiencing difficulty, prepare another set of cards in the same manner, using another word on the card to reinforce the sound.

B b bat ball

Another method of reinforcement is to make cards with simple sentences using the same consonant sound.

Bat a big ball

This type of work is excellent for remediation of children having problems in phonics after a year in first grade. Cards using the long and short vowel sounds is the next step in improving auditory discrimination. Many children have difficulty in hearing and pronouncing short i and short e. Repetition on the Language Master together with picture clues is often extremely effective. Digraph and consonant blends can be taught in the same way. A different color felt marker can be used to differentiate the blend or digraph from the rest of the word.

Troublesome words found at each grade level should be recorded and kept in a packet with the child's name. He will be able to use the machine individually with the headphones in a corner of the classroom.

The Language Master like any other audio visual aid can motivate interest and enrich learning situations by supplementing other teaching materials such as pictures, charts, objects, displays, etc. Children become very interested in putting cards in the machine and watching them move across the machine. They enjoy taking turns operating it. Children of equal achievement can work together.

The manipulation of cards helps to keep the child busy, attentive and alert thereby increasing his learning efficiency. The machine is a welcome relief from the printed pages. Interest is aroused and attention concentrated.

The creative teacher must be prepared to use vivid and interesting devices, to vary her techniques and find different approaches. This also applies when using the Language Master. Instruction should not become monotonous or dull. It is an excellent aid in reading instruction if the techniques and methods are varied. The teacher must spend a great deal of time in preparation, using her imagination to arouse and sustain interest. However, the machine is an exceptional tool in the hands of a skillful manipulator.

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VISION SCREENING

The Keystone Visual-Survey Tests were used as the visual screening device in the Title III project. These tests are binocular. They are given with the child's both eyes open and thus test usable binocular vision. Since this is the manner in which the eyes are used in an environmental situation, it is a relevant screening device for a school situation.

The tests also provide information both at far point and near point. The information is particularly valuable for school children who are required to make a heavy demand on their eyes in reading at near point.

The results of these tests are to be used for screening-out purposes only. The tests were not designed to give diagnostic data, and they cannot be compared with clinical findings in the doctor's office. Furthermore, the tests should not be considered separately, but rather as a whole. The record of these tests considered in their entirety, will generally give a reliable picture of the child's visual efficiency.

It is important to remember in interpreting these tests for young children that failure of the individual tests of lateral posture, fusion, or near-point usable vision may be due to visual immaturity rather than visual inefficiency. Children who fail the usable vision tests at both far and near point should be referred to an eye specialist for attention.

These tests should be administered in a quiet room with the lighting dimmed and brilliant sunlight excluded. Only the examiner and subject should be in the room. This arrangement prevents distractions and aids concentration. If the subject wears glasses, the tests should be given with the glasses on as usual.

The instrument can be adjusted to the required height necessary to maintain the desired body posture. Comfortable and correct posture is very essential to the accuracy of the test results, since uncomfortable posture will distract the subject's attention from the test.

No student should be referred to an eye specialist on the basis of only one complete test. If the results of the first screening test indicate that the student should be referred, he should be called back in a week or so and given a complete recheck. Referrals should be made only when both tests indicate the need for such referrals. It is desirable, where it is practical, that the recheck be made by a different person.

There are fourteen standard Keystone Visual-Survey tests. Test 1 checks simultaneous perception. This test will indicate if both eyes are seeing at the same time. The student should see both the dog and pig all of the time.

Test 2 tests vertical posture. This test will indicate if the eyes line up vertically. The student should see a yellow line pass through or touch the red ball.

Test 3 tests lateral posture at far point. This test is important in indicating what happens to the posture of the eyes under stress while looking at an object. The child should see the arrow stabilize on a number. If there is too much fluctuation, something is wrong.

Test 4 checks for fusion at far point. This test will indicate the ability of the two eyes to coordinate and superimpose an image. The child should see three balls, not four or two.

Tests 4 1/2, 5, and 6 test usable vision at far point of both eyes (4 1/2), the right eye (5), and the left eye (6). These tests will indicate the ability of both eyes under fusion and each eye separately to see objects at far point. The student should be able to see a dot in a certain position on each signboard on a railroad bridge.

Test 7 checks depth perception. This test will indicate the efficiency of depth perception due solely to the correlated vision of both eyes. This test is very important since depth perception is essential for good eye-hand coordination. Stereopic or depth perception ability is the last ability of perception to develop and the first to disintegrate. The child should be able to see one object floating out towards him or closer to him than the other objects in the row.

Tests 8 and 9 examine color perception. Girls do not have to be tested on these since only boys are truly color blind. It is also recommended that these color tests be omitted with all children below the fourth grade. The child should be able to read numbers on each colored ball.

The following five tests correlate with tests 3, 4, 4 1/2, 5, and 6. Tests 3 through 6 test at far point and tests 10 through 14 test at near point.

Test 10 tests lateral posture at near point. Refer to test 3. Test 11 checks for fusion at near point. Refer to test 4. Tests 12, 13, and 14 examine usable vision at near point of both eyes, the right eye and the left eye respectively. Refer to tests 4 1/2, 5 and 6. In tests 12, 13, and 14, the child is to distinguish lines, dots, or gray color in each circle.

Two important eye problems that can be spotted by giving the tests are underconvergence and overconvergence. Underconvergence occurs when the eyes do not turn enough to see an object. The visual span is very limited and the child has to compensate to see clearly. He may eventually become monocular if he does not receive help. Overconvergence occurs when the eyes turn in too much towards an object. Limited visual span and a tendency toward monocularity also exist here.

Marble boards and stereoscopes with special cards have been found to be successful remedial devices for children with problems of fusion, underconvergence, or overconvergence. These devices can be used at school or at home with little training or difficulty.

Included in this report are two forms which should be very helpful to the teacher and school nurse. They will acquaint these professionals with the symptoms which may indicate a vision problem. It is essential that vision problems be diagnosed and remediated as soon as possible for the welfare of the child in all areas of life.

Teachers' Guide to Vision Problems

Among teachers and parents there is growing recognition of the importance of vision as a factor in the progress and well-being of children and youth.

The limitations of the Snellen letter test at twenty feet are now well known. Numerous tests have been developed to meet the demand for better methods of evaluating the student's visual performance for school achievement. More use of such screening tests is highly desirable.

Even the most comprehensive screening test will not detect all vision problems which may relate to academic achievement. The observant teacher with her school records of the student's potential and performance may be most helpful in assuring that students with vision problems receive proper care.

To aid teachers in detecting the students who should be referred for complete vision analysis, the American Optometric Association's Committee on Visual Problems of Children and Youth has compiled a list of symptoms -- a Guide to Vision Problems.

The Committee recommends:

1. that all students in the lower third of the class, particularly those with ability to achieve above their percentile rating, be referred for complete vision analysis.

2. that every student in the class who, even though achieving, is not working up to within reasonable limits of his own capacity be referred for a complete vision analysis.

Following are the ABC symptoms which may indicate a vision problem, regardless of results on any screening test:

The ABC's of Vision Difficulty

A's - Appearance of the Eyes:

Eyes crossed -- turning in or out -- at any time. ___ ___
Reddened eyes. ___ ___
Watering eyes. ___ ___
Encrusted eyelids. ___ ___
Frequent styes. ___ ___

B's - Behavior Indications of Possible Vision Difficulty:

*Body rigidity while looking at distant objects. ___ ___
*Thrusting head forward or backward while looking at distant objects. ___ ___
*Avoiding close work. ___ ___
Short attention span. ___ ___
Daydreaming. ___ ___
Turning of head so as to use one eye only. ___ ___
Tilting head to one side. ___ ___
*Placing head close to book or desk when reading or writing. ___ ___
*Frowning or scowling while reading or writing. ___ ___
Excessive blinking. ___ ___
*Tending to rub eyes. ___ ___
Closing or covering one eye. ___ ___
Dislike for tasks requiring sustained visual concentration. ___ ___
Nervousness, irritability, or restlessness after maintaining visual concentration. ___ ___
Unusual fatigue after completing a vision task. ___ ___
*Losing place while reading. ___ ___
Using finger or a marker to guide eyes. ___ ___
Saying the words aloud or lip reading. ___ ___
*Moving head rather than eyes while reading. ___ ___
Difficulty in remembering what is read. ___ ___
Persistent reversals after the second grade. ___ ___
Confusion of similar words. ___ ___
Poor eye-hand coordination. ___ ___
Unusual awkwardness. ___ ___

C's - Complaints associated with using the eyes:

Headaches. ___ ___
Nausea or dizziness. ___ ___
Burning or itching of eyes. ___ ___
Blurring of vision at any time. ___ ___

All of these ABC's of vision difficulty symptoms can be observed by the teacher, and may be seen in students at all grades. Students displaying one or more of them persistently, particularly when visual concentration is required, deserve to have a complete examination of the total process of vision as quickly as possible. Only a complete case study will determine whether inadequate vision is a significant factor in non-achievement.

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* Found to be particularly significant in the Knox Study, University of Chicago.

A complete case study of a student requires the cooperation and assistance of the teacher, the school nurse and the parent.

It is the teacher more than anyone else who sees the student when he or she is trying to achieve. For this reason, your observation should be part of the case history data for the vision analysis.

This list can be used to indicate to the parents, the school nurse, or the practitioner, the need for a vision examination. One check (✓) should be for signs or symptoms occurring occasionally, and two checks (✓✓) for those occurring frequently.

In addition, please supply the following information so that a vision report can be forwarded upon completion of the examination.

____
(Student's Name)

____
(Teacher's Name)

____
(School)

____
(Address)

____
(School Nurse's Name)

Remarks:___________________________

____

____

____

____

Part II
Teacher's Report

School Child's Case History

Child's Name______________________________Date__________

Address__________________________Grade_______Age_______

Teacher__________________________School_______________

> "Eye care involves child care - to understand vision, we must know the child - to understand the child, we must know the nature of his vision." (Gesell)

Teacher's Observations

1. Is this child in the lower third of his class?____________
2. Does he have the ability to achieve above his present level? __________________________
3. Does he dislike reading or reading subjects?______________
4. Does this child show any of the following responses while word calling, reading, or doing close work?
   a) Skip or re-read lines____ b) Read too slowly____ c) Use finger or marker as pointer____ d) Vocalize with lips or throat____ e) Reverse words or letters____ f) Lack ability to remember what he reads____ g) Show fatigue or listlessness____ h) Complain of letters or lines "running together" or words "jumping"____ i) Complain of blur when he looks up ____ j) Rub his eyes or blink excessively____ k) Frown, scowl, squint____ l) Hold reading closer than normal____ m) Move his head excessively____ n) Cover or close one eye ____ Comment:

5. Does this child show any of the following responses while drawing, tracing, coloring, or writing:

   a) Tilt his head to one side____
   b) Hold his face too close to his work____
   c) Make facial distortions____
   d) Assume an improper or awkward sitting posture____

   Comment:

6. Does he show inattentiveness?____________________
7. Does he have temper tantrums or cry frequently?____________
8. Which of the following most nearly describes this child's behavior? Withdrawn____, indifferent____, somewhat aggressive ____, aggressive____
9. Is poor perceptual ability indicated by his confusing o for a; n and m; reversals; etc.?____________________
10. Is inadequate hand and eye coordination manifested in poor catching, throwing, batting, handling objects, and other similar skills?____________________
11. Does he frequently trip, stumble, or show other signs of awkwardness?____________________

Additional comments:

I would like to receive a report from the doctor concerning the visual status of this child and would be willing to continue my observations of this child if any special visual care, such as lenses and/or visual training is prescribed.

Teacher's signature____________________
Address____________________________
City________________Phone____________

Dear Teacher:

Since school records and an observant teacher constitute an excellent source of identification of many of the visual problems in school children, your assistance in this matter will be greatly appreciated.

________________Examining Optometrist
Address____________________________
City________________Phone____________

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Park Ridge, Illinois

PARENT DISCUSSION GROUPS

It has been recognized that the understanding and cooperation of parents of children with learning difficulties is imperative to the progress of these children. Many parents have not fully understood why their children are not succeeding in school. Often their sense of pride, subconscious feelings of guilt, makes them pressure their children unduly, causing greater frustration and emotional stress to all concerned. Often, schools have not clearly communicated or demonstrated to parents ways in which they were helping children with learning problems.

With these needs in mind, we offered weekly discussion groups to parents of children in our three pilot learning centers in the elementary grades. Parents met one afternoon per week for 1½ hrs. for a total of six weeks to six months. Evening meetings were also arranged for junior and senior high parents, and occasionally for both fathers and mothers of the elementary students.

The discussion groups, led by the teacher consultant and social worker, first oriented parents to the learning center process of identifying children with learning difficulties, ways of diagnosing through testing and observation, and remedial techniques used to fit each individual's needs.

The major portion of our discussions centered around the understanding of the parents, their attitudes toward their children, and supportive help to the work being offered through the school. Many parents have not understood why their children were not achieving. They have insisted on long sessions of practice at home. Both parent and child become increasingly frustrated and under emotional pressure. They felt a real sense of relief and became much more relaxed with their children when they better understood the perceptual problems and how they were being handled at school. A great feeling of reinforcement was experienced by parents who realized many others had like situations and were learning to understand and cope with them. Much discussion centered around the strengthening of the child's concept of himself. Consistent lack of achievement has given a defeated, often withdrawn attitude to many learning disabilities children.

Parents came to see that small gains must be constantly encouraged, and parents must take every opportunity to help their children learn to play with peers, excel in some skills, be more acceptable in groups.

A number of discussions centered around the interpersonal relationships at home -- the threat to the father's pride and ego when his son was not achieving in school, sibling rivalry, especially between "normal" children and brothers or sisters with learning difficulties, how to give the learning disabilities child structured limits, yet to encourage taking responsibilities and learning independence. Mothers, when less anxious, became more patient, more able to listen to their children and their needs. They realized they (the parents) had added to their children's problems! They found their attitudes reflecting in their children's. Our psychologist and psychiatrist were very helpful in these discussions.

Other discussions centered around better cooperation between home and school. Mothers were eager to talk with our learning disabilities staff members, and this helped make communication easier between parents and classroom teachers. Teachers in turn felt more comfortable with parents of children experiencing difficulties. We invited teachers and principals to participate. Several mothers went to talk with the superintendent to help establish better lines of communication between the home and school. Report cards, methods of grading and evaluating children's academic achievement were discussed. Concern for continuing a program for the learning disabilities child in junior and senior high school was evident. Mothers wondered how they could be of assistance to classroom teachers, as home room mothers, teacher aids, helping organize parent groups, etc.

Concern for inadequate recreational facilities for children during vacations was evident in areas of rapid housing development. All parents were most eager for a summer school program geared to meet the needs of their children.

A parent survey was administered at the close of group sessions to gain reactions from the parents to these discussion groups. More help was gained in areas relating to their understanding of their children's learning difficulties, their frustrations, differences in their abilities to learn. They learned more of the special helps available for them, and appreciation of their classroom teacher's use of these resource materials. They appreciated the opportunities to talk with the psychologist, psychiatrist, and other members of our learning center regarding their problems and concerns.

They didn't feel they received specific information on where else to get help for their children. (We compiled a list of referral agencies to use as resource information when asked by parents, but did not feel it wise to distribute indiscriminately. We also have a list of summer day camps, reading centers, etc.) Specifics on ways to help at home with toys, games and tasks seemed also less clear to them. (They eagerly took the long list of games and toys helpful to learning disabilities children we compiled before Christmas.)

Some parents were amazed at the progress their children have made this year. -- "Unbelievable", was one comment. Another said, "I was downgrading my child. Now I see why he has not been achieving. It has changed my attitude. I have a new image of myself. I feel more in command."

In summary, the survey helped point up the need for classroom teachers to learn more ways of working with learning disabilities children in their own normal environment, wherever possible. Assistance by learning disabilities specialists is of prime importance. Supportive parent groups can be of great help both to the teacher and the parents involved.

PARENT DISCUSSION GROUPS

Weekly meetings at school (1 1/2 hours each)

Teacher consultant usually meets with us. Sometimes other members of the team.

Usually 6-12 members attend.

School provides coffee.

General outline of sessions:

I. Explanation of Title III project.
(Hand out Brochure)

II. Identification of children with learning difficulties - by teacher, principal, nurse, speech consultant, etc., and use of check list of characteristics. (Hand-out)

III. Diagnosis - Through testing by our team, and conferring with Vic (Psychologist), a profile of child is made.

IV. Remediation - Explanation by our team of ways they work with the child, class teacher, and other school personnel to help the child.

V. Parent attitudes toward child with learning difficulty. Vic Costanza meets once with each parent group. (Assorted hand-outs)

*Parent Attitude Survey

VI. How parents can help children in the home - Learning experiences in play, sharing household responsibilities. (Montreal booklet - "Parents' Guide to Learning Problems.")

VII. Social Adjustments of children with learning difficulties.

VIII. Teacher (and principal) attitudes toward children with learning difficulties - and their relationship to their parents.

IX. One session with Dr. Klapman, our Psychiatrist Consultant. Parents' chance to ask specific questions of a psychiatrist.

X. Community support -- Parent-Teacher organizations
FUND for Perceptually Handicapped Children.
COULD (Council on Understanding Learning Difficulties).

LARGER EVENING MEETINGS
FOR BOTH FATHERS AND MOTHERS

Film, "Why Billy Couldn't Learn", followed by discussion.

High school senior student with learning difficulty - and his mother - discussed how they handled his problems - adjustment, assistance he received, how he faces further training, career, etc.

Informal talk and discussion with Vic Costanza, Team Psychologist.

Talk by parent of teenage girl and 11-year old boy with learning difficulties, followed by discussion.

No. 129 - Lucy Hayward

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ESTABLISHING RAPPORT AND EFFECTIVE WORKING RELATIONSHIPS WITH CHILDREN

In describing the behavior of the learning disability child in the elementary grades (4, 5, and 6), a general pattern of behavior seems to emerge. Although these children demonstrate specific academic difficulties, one of the major factors affecting their learning and performance is self-concept as reflected in the child's motivation and attitude. It is not uncommon to find that these children have very poor self-images; they do not appear to be concerned about doing homework or getting good grades in school. They seem to be negative about everything, and the response to most questions is "I don't know" or "Nothing".

To get these children to "work with you", to take an interest and assume an active role in the learning process, a condition of rapport and friendship must be built up between you, the teacher, and the child, an intelligent, worthwhile individual. If the child with academic problems can be helped to relax, to recognize his strengths and understand his deficits, to feel comfortable with success and be able to cope with failure; then he can become a healthier individual with a greater ability to adapt to school and social situations.

The importance of understanding the child as an individual and a human being with psychological needs as well as academic difficulties cannot be overemphasized. In the education process three variables must be considered. First, what are you trying to teach (the content)? Secondly, how is the material to be taught (methods and materials)? And third, but most significant, who are you teaching? What is this child like? What are his needs? How can you help the child reach his full potential? Especially in working with children with learning problems, the who must determine the how and what.

The behavior of a child is an indication of his needs; and satisfaction of these needs is a requisite to learning successfully. The learning disability child may manifest a pattern of acting-out, aggressive behavior - he may be disruptive and a behavior problem in the classroom. Or, he may be withdrawn, passive, and negative. What these children still have in common is their poor self-image - they, as well as their teachers and parents, view themselves as dumb and stupid, or slow, lazy and stubborn. All of these children, regardless of their behavior, need the concerned, consistent attention of the teacher to help them understand and cope with their learning difficulties: A teacher, also, who can attempt to meet or satisfy their psychological needs.

The teacher must make a concentrated effort to understand how the learning disabled child feels. A psychiatrist attempted to put these feelings into words, "the fundamental feeling of these children with learning disabilities is that of anxious, unfocused confusion. In an attempt to handle their confusion, they guess, pretend, impulsively answer, or refuse to participate." The teacher must make the child aware that she is interested and concerned; she is anxious to help him learn more effectively and get along better in school and at home.

Individual attention is the first step. In early sessions the teacher should observe the child's general social and emotional status in addition to his academic performance. Notice how the child works, as well as what he produces. It is important to listen to the child. Questions should be asked to force the child to talk about himself - what are his interests and hobbies? What is he good at? What does he like and dislike about school? Who are his favorite teachers? How does he feel about his family? Most important, what does he have difficulty with in school and outside? And, what would he like to work on in your regular sessions together? Let the child express his concerns and feelings. Talking freely, openly, and honestly is essential.

By encouraging the child to participate in the planning of the teaching program and the ongoing activities, the teacher is demonstrating her respect for his ideas and needs. She is recognizing his ability to understand himself; and she is making him aware that her essential concern is for his welfare, his success with learning and school. The teacher should plan a remedial program which is realistic in its goals. Specific skills which the child can grasp and retain should be stressed. It is important to use the child's areas of strength in building up his deficits.

In the teaching situation, the teacher must establish expectations. The child should be aware of the reasons for working on specific skills and the purposes of the assignments. Many successful experiences should be constructed. Emphasis should first be on what the child has done well or correctly; and later, errors can be noted and corrected. The goal is to help the child gain confidence in himself through the knowledge that he has the capacity to learn and improve his skills--the experience of doing well. When he develops this basic positive feeling about himself, the child will then be more willing and able to assume a critical attitude--to look for errors and make corrections in his own work.

To maintain the student's interest, experiences should be stimulating and varied. For example, in working on reading and written language the tape recorder is a highly motivating device. Another way to heighten the child's interest is to use his ideas in writing stories and planning exercises. Expectations for the completion of assignments must be presented to the student; and a special folder is helpful for organizing work and keeping a record of work to be completed.

A clear explanation of direction--written and oral--should precede homework assignments. Also, it is beneficial to do some sample exercises together to make sure the child understands what is expected. In teaching skills there should be ample repetition to reinforce learning and provide carry-over to many situations. As the child gains confidence through experiencing success in learning, he can be given more work to do independently.

You, the teacher, must be consistent and firm in your demands and expectations. The child needs help in understanding what is acceptable behavior and functioning within these behavior limits. In the beginning you will have to act as the critic and monitor for the child's behavior. The child will take over in this rôle and attempt to monitor himself and correct his responses only after he feels some pride in what he produces and realizes that he is capable of acceptable work.

In trying to establish a working relationship with the child, you should make a point of spending some time during each class session talking with the student about himself. Ask personal questions about the child's daily or weekend activities, what has happened at home and in school since you saw each other last? How does the child feel about his social experiences? Also, you should tell about your own experiences that the child might enjoy or appreciate. Treat the child as a person worth listening to, with things to say that are of interest and importance to you.

Your goal is to create a supportive and benevolent environment where the child can function comfortably. This rewarding, but structured environment can only be maintained if the child is helped to recognize that he is an important, intelligent individual. You must convince him that you are interested in how he feels and what happens to him. You would like to help him with his academic as well as his social difficulties. You must guide the child to a recognition and realistic understanding of his strengths and weaknesses, and help him to determine attainable goals for his social and academic growth.

It is the teacher's role to provide learning experiences where the child can succeed, where he can begin to accept himself and his abilities, and learn to compensate for his deficits. The problems facing the learning disabled child are not merely academic; this child must be helped to develop socially and emotionally so that he can effectively cope with the frustrations and failures inherent in school and learning attempts. The child must maintain a positive concept of himself; and he must be continually encouraged in his desire to learn.

Before the teacher can expect to teach a child with learning disabilities effectively, she must try to understand the feelings of the child as well as the many problems he faces--what it is like for him in school and at home with his family and peers. It is essential that she make the child aware that she is interested in helping him learn and get along. The child is her primary concern, not the materials, the curriculum, or the quantity of material presented. Having convinced the child that he has good potential and that you want to work with him to help him learn, then you can create the successful teaching environment which is responsive to his specific emotional needs and academic deficits.

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FIRST GRADE LANGUAGE DEVELOPMENT PROGRAM
South School (1968-69)

Introduction

The Language Development Program was initiated at South School in September, 1968. This report on the program contains three parts. Part I includes the intended basic structure and guidelines for the program that were established prior to initiation. Part II includes:

A. Screening Tests, Results and Statistics

B. Diagnostic Evaluation and Referral System

C. Individual, Small Group and In-Class Training

D. Teacher Consultation

E. Teacher In- Service

Part III includes a general evaluation of the entire scope of the Language Development Program.

Part I. Initial Program Description.

The Language Development Program for the First Grade intends to provide the experiences essential for competency in communication through Reading, Writing, Listening and Speaking. Success in the basic language skills experienced through the four channels of learning (auditory, visual, tactile and kinesthetic) can provide individual academic achievement.

The following indicates the general and specific objectives of the program as well as guidelines for their accomplishment. The methods and procedures used to accomplish the objectives including actual activities and materials used will be the final task of this program. It is hoped that other teachers will find these language experiences useful and necessary to provide more individualized and adequate language power at all grade levels.

Janet Pigman
Reading Specialist
Title III

GENERAL OBJECTIVES

1. To screen and prescribe through testing and teaching the individual strengths and weaknesses of all children's learning abilities.

2. To provide activities for individual and small group instruction in specific areas of deficit.

3. To implement existent program with language experiences through planned auditory, visual, tactile and kinesthetic development in th classroom.

4. To provide in-service training for teachers in other grade levels to strengthen their reading programs.

OBJECTIVES FOR READING SPECIALIST

1. To organize basic structure and guidelines for program.

2. To provide assistance to teacher in building individual and group language experiences.

3. To provide assistance in screening and testing.

4. To provide, promote and design activities and materials through availability and demonstration.

5. To provide in-service.

6. To provide coordination of first grade programs within total programs.

7. To provide professional textbooks and materials for teachers to enter reading programs.

8. To help evaluate effictiveness of program.

OBJECTIVES FOR CLASSROOM TEACHER

1. To become more aware of individual levels and abilities of each chi through testing and teaching.

2. To become more aware of and utilize materials and activities to provide optimum exposure and training in the primary areas of language development.

3. To organize, plan and carry out scope and sequence for individual and group experiences in language development.

4. To implement and adapt language experiences to enrich all areas of curriculum.

5. To become more aware of needs and reasons for special services referrals.

6. To evaluate effectiveness of program.

The objectives of the Language Arts Program (according to the Des Plaines Elementary Schools Curriculum Guide) as well as the objectives of the Scott Foresman Reading Program are necessary as awareness in achieving the goals of the Language Development Program. The basic goals are the same. The approach is different as inclusive activities and diverse materials are used to implement the existent materials and program. Thus, it is hoped that each child can more easily find success and achievement at the onset of his academic learning through more thorough and individualized training.

It is hoped that teachers in other grade levels will more easily be able to meet and cope with children in their classrooms that have reading and communication problems through In-service work.

The final evaluation of the program will be based on the effectiveness the First Grade children have achieved in learning to communicate in Listening, Reading, Writing and Speaking through a Language Development approach.

EXPECTATIONS TO ACHIEVE GENERAL OBJECTIVES

I. To screen and prescribe through testing and teaching the individual strengths and weaknesses of all children's learning abilities.

  A. Screen all children in Spring (before entering First Grade) to determine abilities in the following areas: (completed in Spring '68)

    1. Visual Perception (Frostig)
    2. Auditory Discrimination (Wepman)
    3. Story Sequencing
    4. Auditory Memory

  B. Screen those children that were not available for Spring screening.

  C. Do any further testing and classroom evaluation in the various areas of development to determine strengths and weaknesses.

  D. Complete checklist of readiness for further training in language development. (Further determine strengths and weaknesses)

  E. Become more aware of those children that might require special services. (Learning Disabilities Teacher, Psychologist, Social Worker, etc.)

II. To provide activities for individual and small group instruction in specific areas of deficit.

  A. Plan general classroom program to include Language Experiences in the following areas of development:

    1. Acuity
    2. Perception
    3. Discrimination

      a. Auditory--a child must learn to discriminate between sounds that are similar and those that are different.
      b. Visual--a child must learn to discriminate between visual stimuli that are alike and different. (size, color, shape and contour, position, configuration)

    4. Recognition

B. Plan programs and activities for children with specific deficits in these areas.

III. To implement existent program with language experiences through planned auditory, visual, tactile and kinesthetic development in the classroom.

A Plan activities for individual and group use that tend to provice the following basic skills and are presented through auditory, visual, tactile and kinesthetic channels.

1. Creativeness
2. Word Recognition
3. Motor Skills
4. Oral Language
5. Vocabulary
6. Comprehension
7. Written Language
8. Oral Reading
9. Study Skills
10. Appreciation

B. While presenting activities include those that tend to develop the intermediate processes:

1. Memory (immediate, delayed, long term)
   a. Visual
   b. Auditory
2. Classification
3. Closure
   a. Auditory closure --pulling together of sounds and stabilizing the sound elements into a composite whole.
   b. Visual closure--identifying parts of visual stimuli to see in composite forms (shapes). Identify parts of whole but unable to complete it.
4. Sequencing
5. Association of ideas
   a. auditory--refers to the manipulation or transference of ideas received through the auditory channel.
   b. visual--refers to the ability to relate ideas that are presented visually.
6. Categorization
7. Decoding (Reception)
   a. auditory--refers to ability of child to understand and interpret what hears.
   b. visual--refers to the ability to understand and interpret what is seen.

8. Integration
9. Interpretation
10. Summarization
11. Organization
12. Concentration
13. Conceptualization
14. Generalization

IV. To provide in-service training for teachers in other grade levels to strengthen their reading programs. Through audio-visual tapes, displays, and actual demonstrations:

A. Demonstrations of appropriate materials and activities in specific areas of development.
B. Demonstrations of appropriate materials and activities in specific skill areas.
C. Demonstrations of testing techniques to determine ability levels.

GENERAL ACTIVITIES FOR CHANNELED LEARNING

AUDITORY (Listening)

- records
- stories
- poems
- telling real experiences
- discussions
- responding
- answering
- discussing
- riddles
- rhyming
- tape recordings

VISUAL (Seeing)

- films
- filmstrips
- pictures
- field trips
- displays
- demonstrations
- art forms
- dictating
- association of auditory and visual
- books

KINESTHETIC (Doing)

- Finger plays
- Choral readings
- art forms
- singing
- physical ed.
- exercises
- games
- actual experiences

TACTILE (Feeling)

- Displays
- Show and tell
- dramatics
- modeling clay
- art forms
- smelling
- tasting
- actual experiences

Activities and materials will be provided and used in the following specific areas for the development of expressive Language:

Creativeness
Word Recognition
Motor skills
Oral Language
Study skills
Vocabulary
Comprehension
Written Language
Oran Reading
Appreciation

Then, the activities and materials will be listed under the appropriate area according to:

Skill   Area of Development (Channel)   Technique

Finally, a booklet or file will be compiled to list the above information.

PART II:

A. Screening, Results and Statistics

In May 1968, the following tests were administered to all the (then) kindergarten children.

1. Marianne Frostig Developmental Test of Visual Perception
2. Wepman Test of Auditory Discrimination
3. Auditory Memory Test from Illinois Test of Psycholinguistic Abilities
4. Story Sequence Test
5. Articulation Tests

Those children who were not available for screening in the Spring were given the same batter of tests in September 1968.

The Frostig test was administered to a group of five children at a time. The other tests were administered individually. It took approximately three hours to test five children.

If a child scored low in at least two areas, he was given the Peabody Picture Vocabulary Test (PPVT) in September to determine receptive language ability.

The test data was compiled after scoring was completed. For each child a mental age was indicated for the five separate parts of the Frostig test. In the other areas an indication of low, slightly low, normal, good, or excellent was given. If the PPVT was administered, the child was rated as slow, average, rapid or very rapid in this area. Actual test scores were not considered to be of primary concern in a gross screening such as this. Rather the indications of the child's present level of performance in the various areas was the significant data.

The data was further divided according to each child's deficits and strengths. Refer to the following statistics for the results of this further breakdown.

Statistics:

105	children screened in Spring 1968 (May)
10	children screened in Fall 1968 (September)
44	children of total 115 screened given Peabody Picture Vocabulary Test for indication of receptive language ability.

Frostig Results indicate:

Approx.	24%	low	in	Eye-motor
"	42%	"	"	Figure Ground
"	18%	"	"	Form Constancy
"	8%	"	"	Pisition in Space
"	8%	"	"	Spatial Relations

Auditory Test Results:

approx. 48% low in auditory discrimination
" 33% " " " memory

The results were reviewed and considered in relation to other information which was available concerning the children. The results of this review follow:

14% to be further tested for better diagnosis of Learning Difficulty
12% appear to be developmentally slow
5% appear to be of very low general ability (referred to psychologist for intelligence testing
4% appear to have emotional interference (discussed with the social worker for further investigation
12% require further auditory testing

B. Diagnostic Evaluation and Referral System

After the tests were administered and scored and the data was compiled, an evaluation of each child's test results was made.

First, the teachers were given a compiled data sheet for their classes. After a briefing on the tests and their significance, the teachers observed their children's classroom performance while referring to the data. Then, in a teacher conference with the Reading Specialist, each child's performance was discussed. The test results and teacher observation were evaluated. Greater emphasis was placed on teacher observation rather than test results for several reasons. Two very important reasons were

1. tests had been administered four months previous to the teacher's evaluation;

2. teacher observation has been proven in many studies to be the most valid measure of a child's abilities and performance.

Those children who placed low on the Eye-motor part of the Frostig test and/or exhibited difficulty in coloring, printing or cutting in the classroom were said to need further training in this area. Similarly, all other areas of testing were evaluated for strengths and deficits.

For each deficit area, small groups were formed for further training. There were three groups of motor development training and two groups formed for language development training. Those children with auditory deficits were referred to the Speech Therapist for further testing. Children indicating emotional interference were referred to the social worker. (Refer to statistics.)

Each child's abilities and achievement were carefully evaluated through teacher consultations. Children with significant deficit areas and/or possible severe learning problems were further tested or referred through proper channels.

C. Individual, Small Group and In-Class Training

Those children who appeared to have severe deficits were referred to the Learning Center for individual remediation. Programs were developed to meet the child's individual needs.

Three motor groups were established to facilitate gross and fine motor training as well as eye-hand coordination, left to right sequencing and balancing. Each group met two times per week for 20 minute sessions. Activities used were chosen according to the specific area to be trained.

Two language development groups were initiated. These groups met four times per week for 20 minutes. Various activities to further develop receptive and expressive language skills were emphasized. The Speech Therapist also met with language groups once a week for further training.

Each first grade teacher observed demonstrations of various educational materials and methods within her classroom twice a week. It was the teacher's responsibility to continue the use of the demonstrated materials and techniques with the children needing this type of work. Transparencies, teaching kits, tapes and games are examples of materials presented through demonstration.

D. Teacher Consultation

The Reading Specialist met with the team of first grade teachers weekly - both individually and as a group to discuss any specific children and the various methods of working with these children in the classroom. At the same time, the teachers were recognizing and discussing a multitude of learning characteristics among their students. Thus, early identification of less severe problems by the classroom teacher was evidenced.

E. Teacher In-Service

The attached letter explains the significance of an in-service meeting for district wide attendance. The teachers were exposed to the general outline of the program at South School. An explanation of screening procedures, channels for learning, individual testing and methods for developmental training were presented. Thus teachers were given basic procedures for the use of this program.

F. Parent Involvement

The parents of children directly involved at the Learning Center were contacted to facilitate their understanding of the importance of skill development training.

In January 1969, a parent meeting of all first grade parents was held to acquaint parents with the significance of group screening, teacher-parent cooperating in training, and the individualized and small group approach to learning.

Part III: General Evaluation

It is felt by the Reading Specialist that the First Grade Language Development Program was successful in that the classroom teachers have become extremely proficient in citing deficits and strengths among their students. The teachers have also become familiar with the various materials and methods which may be used to help a child develop the basic developmental skills he needs.

The first three objectives of the program (See Part I) were sufficiently accomplished at South School so that the existing program is reflective of the Language Development Program. The fourth objective has not been completely met, but beginning steps have been taken and hopefully progress will continue through interaction among the grade level teachers.

As the program continues to be developed and refined, it is hoped that all first grades, especially the inefficient learners, will develop firmer foundations on which to build academic skills.

Maine Township
Diagnostic and Remedial Learning Centers

Title III ESEA

Thomas V. Telder
Director

33 South Prospect Avenue
Park Ridge, Illinois 60068
Telephone: 692-4222

September 26, 1968

Dear

On Thursday afternoon, October 10th at 1:00 P.M. a seminar will be held at the Maine Township Diagnostic and Remedial Learning Center, 33 South Prospect Avenue, Park Ridge. Screening techniques and diagnostic use of test results will be discussed. A presentation will be made for teachers to enable them to become more familiar with specific individual materials and group activities for children in the classroom having learning difficulties.

Plans and procedures being used at South School's First Grade Language Development Program will be discussed to aid in development of this pilot program in other district schools.

We are inviting you to send one or more of your first grade teachers and your learning disability teachers to join in this seminar. The Title III program will pay for a substitute to release one first grade teacher from each district school for the seminar.

For further information please call me at 827-0221.

Sincerely,

Janet Pigman
Reading Specialist
Remedial Learning Center
South School District No. 62

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

STUDENT DISCUSSION GROUP

The children from grade 4 through grade 6 who were in the need of special help for social behavior appropriate to the school situation, were formed into a group that met twice weekly.

The children talked about their problems relating to school, and the stress in the group was on what can you do to change your behavior because the school and the teachers were here to stay.

The group was usually held down to eight children, although the pressure was on to include more children. The necessity of keeping the group small was significant because the interaction was of better quality when the group remained small and intact.

As a result of these discussions the group was able to see that problems were not only of self origin but that other people had problems too. The fact that you could empathize with another person's problems was certainly therapeutic. The children were told that they might stay after the group met, if at any time they needed private counselling.

Group discussions could be initiated through the use of "Unfinished Stories for Use in the Classroom," N.E.A. Journal, or "Values to Live By," Steck-Vaughn Co. However, because this group was so verbal, no precise beginning of the session was required. An opening like "How was the weekend," or "What happened in your last class," was usually enough to start a vociferous discussion. We talked about parental, peer, teacher relationships and how individual behavior could be changed toallieviate a situation that had become difficult. Behavior in the classroom, in special classes, in gym groups, in the hallway and outdoor interactions were all discussed. Working through the moral and ethical questions of lying, deleting information, setting up failure situations, turning in unfinished or incorrect assignments, baiting the teacher and classmates were all dissected and discussed.

One student's problems provoked responses from others in the group and soon the entire group was involved in discussing their own indvidiaul experiences with a particular problem.

No. 132 - Judy Graham

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

HANDWRITING IMPROVEMENT PROGRAM

The majority of students have mastered cursive writing by the fourth grade and are able to complete assignments so that they are legible. However, an alarming number of students at the junior high school level submit illegible and deplorable looking papers to their teachers.

Students are poor writers due to various reasons. Different teachers vary as to their requirements concerning handwriting and presentability of papers. This confuses children; sometimes it is all right to be careless, other times it will necessitate their re-writing papers. Many students write illegibly because they do not take the time and care required to produce an acceptable looking paper. They do not know their capabilities; that is, the poor writers have to convince themselves that it will take them more time and effort than some of their peers to produce a proper looking paper. Also, some children have fine motor problems which hinder their coordination so that writing is a very difficult task for them.

The program described here was conducted because several teams of teachers noted that some of their students consistently wrote papers that were very difficult to read. The program consisted of six to eight lessons held twice weekly during the students' study hall time. The lessons were termed "Handwriting Seminars." Approximately twenty students were in each session of the four separate seminars. The teachers who conducted the seminars met with the team of teachers once weekly to discuss the progress of students.

The major objective of the program is to help the students come to the realization that it is their responsibility to take the necessary steps to improve their writing and the appearance of their papers. That is, if a child writes poorly and is a poor speller he needs to realize that it is his responsibility to see that homework papers and projects are completed with care even if he has to rely on others for help with proofreading, spelling, etc.

Contents of Program:

1. Self-evaluation
2. Components of an acceptable paper
3. Review of basic strokes
4. Proofreading
5. Final evaluation

The first two sessions are devoted to evaluation of the students' handwriting. The introductory session consists of discussion of the importance of writing legibly. Several transparencies are shown to the students and they are asked to indicate the quality of the writing. (See attached copies of examples.)

The Ayres Handwriting Scale is administered to the students. They copy a written section of the Gettysburg Address. They are given an opportunity to familiarize themselves with the section before copying the section in their best writing within a time limit of two minutes. Several students and the teacher evaluate the papers. Their handwriting is rated by speed and quality according to the provided scale. Students are appraised of the results at the next session.

Major problems encountered in writing an acceptable paper are discussed. (See copy of transparency.) Students are asked to analyze which problem is most relevant to their own situation. They examine several of their own papers and decide which is their major weakness.

A lesson discussing basic strokes is part of the program. (See copy of transparency.) Pupils are asked to examine several of their papers and discover which letters are giving them the most difficulty. They are requested to practice writing as neatly as possible and their assignments are checked for quality of writing.

Proofreading is a skill that many students have not mastered. Many of them just write the assignments and submit them to their teachers without checking them for errors. Correct formats of various types of assignments are explained. Students are required to proofread several papers; their own and others. (See attached copy of transparency.)

After approximately six or seven sessions the students are given a final evaluation similar to the initial one. Teachers discuss the progress of students and a final evaluation is sent home to the parents. (See attached form.)

According to teachers, improvement was noted in many cases. It is difficult to evaluate long term improvement but students did realize that it is their responsibility to take time and care in preparing their written word.

The following pages give examples and ideas for transparencies to use with this unit.

MAINE TOWNSHIP
DIAGNOSTIC AND REMEDIAL LEARNING CENTER
33 South Prospect Avenue
Park Ridge, Illinois

IDEAS FOR AUDITORY APPROACH

Ideas for auditory training -
to develop good listening skills

Basic auditory discrimination -

1. Recognizing familiar environmental sounds
2. Some auditory sequencing -
    Clap - or tap - in rhythm; children copy
    In hiding - make a series of noises -
    as, tap on glass, on wood, use an egg beater,etc.
    Children identify action (sequence can be important)
3. Teach discrimination of phonetic elements
    Begin with consonants, then, long vowels, then blends short vowels
    Have children recognize sounds - not letter names
    Example:
    Say a series of short vowel sounds -
    1. as - "a i a o i a a"
       Have children raise hands when they hear the "a" sound
    2. as - "a - i"; "o - a"; "a - a"
       later - "hat - hit"; "hat - Hat"
       Have children raise hands when they tell if the pairs are alike in sound
    3. as - "ab - ib - ob - ab" (nonsense)
       Have children raise hands when they hear the "ab" sound
    4. as - "ib - ab"; "ab - ab"
       Have children tell if pairs are alike
       etc.........
       Later - use short e and short u sounds

4. Teach recognition of rhyming words
    Have children listen to teacher or tape recording
    Proceed in manner listed above
    Choose words that contain the vowel sound that you are emphasizing - as, "sack, lick,"

5. Additional teaching of phonetic sounds - as -
    (1) Say several words - as - "cat, sit, hop,tan"
    Have children raise hand when they hear the "a" sound
    (2) Say 3 words - as - "cat, hop, tan"
    Have children identify which two have the same sound

(3) Say one word
Have children identify the location of a specific sound -
as - consonant - sound at the beginning or end of a word (later,include medial sounds)

as - vowel sound at beginning or middle of a word
example: after, can

To increase auditory memory - begin at child's level

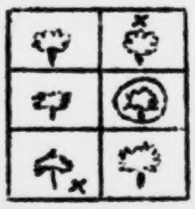
1. "going on a trip"
as - "We're going to Mars and we're taking ---"
Each child, in turn repeats what others have said and adds an object of his own
2. Series of auditory directions -
Begin with a few, simple items and gradually increase the number and complexity
as - for an individual -
"Bring me a pencil."
"Bring me a pencil and a book."
"Bring me a pencil and give the book to Sally."

as - for a group -
"Put the eraser in your desk."
"Put the eraser in your desk and put a pencil on your desk."
"Put the eraser in your desk, put a pencil on your desk, and sit on the floor."
etc..........

Auditory memory -

These ideas are a combination of auditory and visual avenues. Also, they require an understanding of spoken language -

3. (1) Give worksheets with all objects the same - as -



Have children follow the directions
"Put an x above the tree."
"Put a circle around the tree."
"Put an x to the right of the tree."
(2) Use same idea as #1 but vary the pictures
(3) Use same idea as #2 but increase the number of pictures
(4) Vary the directions -
After several days, gradually increase the number and complexity of the directions -

(1.) "Draw a line under the car."
(2.) later - "Draw a ring around the one that is covered with fur."
(3.) later - "Underline the thing that is used for transportation."

5. Last - use written directions -

To teach syllables -

1. Have children clap out "parts of words" (syllables)
   Can relate to familiar songs, children's names, etc.
2. Say a multi-syllable word -
   Children respond by raising fingers to indicate number of syllables
3. Say a word in syllables -
   Have children identify the word

To teach blending -
1. Should preceed teaching of syllables!
2. Say a word in parts - as "e a t"; "bl a ck"
   Have children identify the word

Basic ideas - -

Do your children fully understand
  prepositions
  adjectives
  advers ???
    etc....

Emphasize -
  + categories
    as transportation
      occupations
      foods (can subdivide into areas as pastries)
      shelter
        etc.......
    synonyms and anytonyms
  + multiple word meanings
    as set -- sets in math
      set of books
      set the table
      all set
      get set, go
        etc......

+ expanded vocabulary
  as walk --- stroll
  march
  pace
  stride
  tramp

Encourage -
  responses in sentence form
  complete descriptions

(if material is "difficult" - be as concrete as possible, showing rather than talking.)

Suggestions - for materials and methods -

Picture file -

1. by subject
2. by parts of speech

uses: general language dev.
categorization
stories

Oral stories (read by an adult)
  might tell children "what to listen for"

  ask questions regarding

  + meaning of word or phrase
    main idea
    sequence of events
  + why?
    another conclusion etc....

Children act out words

Absurdities -
  teacher says a sentence or paragraph containing an absurdity --- children find it

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IDEAS FOR VISUAL APPROACH

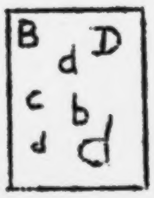
To teach visual discrimination -

1. Give children activities where they are required to match like shapes or pictures -
    - Begin with gross differences between shapes
    - Gradually increase the amount of similarity between shapes
    - Begin with objects; proceed to pictures; then to worksheets.

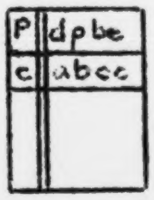
2. Teach the concepts "same" and "different"
    - Begin with "same" and "not same"
    - Proceed with activities as in #1
    - Advanced levels would include recognition of difference between letters, as, "b" and "d"

3. Teach recognition for foregrownd vs. background information
    - Use objects in room
    - Use shapes on flannel board
    - Use peg boards
    - Use worksheets and/or dittos

4. Teach recognition of form constance
    - Begin with concrete materials
    - Gradually, progress to more abstract ideas
    - For example -
        - Begin with apples -
            - show them in various sizes, colors and conditions
            - then, show pictures
            - last, show worksheets with pictures
        - Advanced levels would include the recognition of alphabet letters, as,
            - "Circle all the "d's"



"Circle the one that matches the sample"



P	dpbe
c	abcc

To teach visual memory -

Recall - various

Begin at child's level - gradually increase the difficulty of a given activity

1. puzzles
   all types - even "homemade"
   if puzzle is too difficult, tape sections together so child begins with only 1 or 2 removeable pieces
2. block design patterns
   show stimulus, remove, have child reproduce
3. design or picture completion tasks
4. show items on a tray, on a flannel board or drawn on blackboard; then remove or scatter; then have child draw or tell what they were; or have child find the correct items from a large assortment
5. have children recall what another child was wearing (after that child has left the room)
6. have children recall what they saw on the way to school

etc........

Sequencing - various activities

1. objects in sequence
   show stimulus, remove, have child tell your or reproduce the same pattern
   gradually progress to use of pictures -
   may use - "homemade" pictures
   worksheets
   comics
2. bead stringing
   have child copy your pattern
   have child find the pattern - then, finish it
   can place pattern on worksheets
3. letters or numerals in sequence -
   show a series of letters or numerals
   have children reproduce in correct sequence
   give worksheets, as,

235	562	432	235
498	489	498	984

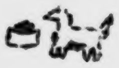
or run// uru run nur

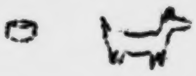
To teach visual comprehension -

Have child interpret pictures -

1. Explain picture
   notice significant detail
   find main idea

2. Recognize absurdities

3. Make associations
   ex: "The dog is eating." 

   "The dog has eaten." 

4. Categorizing

etc ....

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INFORMAL ASSESSMENT OF LISTENING, READING AND WRITING SKILLS

Evaluation of a student's skills in reading and writing is necessary if we are to gear instruction to the individual's needs. Why isn't a particular student achieving? Can he read the textbook? Is he always the last one to finish assignments? Can he express his ideas in written form? Does he understand class discussions and lectures?

Teachers should know a student's reading comprehension, listening comprehension, and level of understanding of vocabulary in relation to the materials and textbooks used at a particular grade level. Written skills should also be evaluated. A student's ability to copy from the chalkboard and take dictation should be part of the informal assessment. Many students need visual cues with auditory directions, as well as constant repetition.

The assessment discussed here includes tests in listening comprehension, vocabulary understanding, reading rate and comprehension.

A. Listening Comprehension.

How well can a student comprehend what he hears? Some students can understand class discussion but fail in reading and written assignments.

1. Select an 800-1200 word passage from your grade level textbook. Passage should be representative of the difficulty level of book.

2. Read the selection to the students. They are not to have their books open. Tell students they will have to "tune in" and listen carefully because questions will be asked after the selection is read.

3. Prepare five general questions on the reading selection. Put questions on overhead transparency or ditto master.

4. Students answer questions. Note the amount of time it takes pupil to answer questions. Which ones finish first? Who is the last to finish?

B. Vocabulary

Students should have a basic knowledge of familiar words in a particular subject matter in order to understand the material.

1. Select five words from the passage you read to the students.

2. Choose words that students should have previously mastered to be able to understand the concepts of a particular unit.

3. Students are to define the words after they answer the questions for listening comprehension.

C. Reading Comprehension and Rate

If a student is required to utilize a particular textbook it is necessary to determine if he can read it at a comfortable level.

1. Select an 800 word passage from your textbook. This is a different passage from the one used in listening comprehension.

2. Prepare five general questions about the reading material. Use an overhead transparency or ditto master for questions.

3. Rate -

   Students are to be timed during the reading session. To figure out rate of reading divide number of words by number of minutes.

   $$\text{example} \; - \; 3.5\overline{)800}^{\;228} \text{ words per minute}$$

4. Students are to answer comprehension questions without referring to reading material. They should be instructed to write answers in complete sentences.

In evaluating a student's level in the area of reading the scores from the above tests should be compared:

Listening Comprehension - Percentage, 20 points per answer - 100%
Vocabulary - - - - - - - Percentage, 20 points per answer - 100%
Reading Comprehension - Percentage, 20 points per answer - 100%
Reading Rate - - - - - - Words per minute

If a pupil scores better in listening comprehension and vocabulary than in reading comprehension, the book is too difficult for him to read on his own. Students who are extremely low in rate should most likely be in an easier textbook.

In correcting a student's written responses, teachers should examine sentence structure, types of errors in usage, spelling errors and handwriting. Note spelling errors: are they frequent, does he reverse letters, does he spell phonetically? Is his handwriting satisfactory, note formation of letters, and are letters m and n consistently interchanged?

Conceptualization is a most important part of the learning process. Are student's answers clearly stated even though spelling errors and sentence structure are poor? Does he get the point of what he has read or heard?

Example of a student's profile:

Listening Comprehension	Vocabulary	Reading Comprehension	Rate
90%	100%	70%	110 words per minute (slow)

Spelling	Handwriting	Written Expression
Very poor, reverses letters, poor sequence	Okay	Gets main idea but sentence structure is poor

The above assessment can be very useful to the classroom teacher and is comparatively easy to administer and evaluate. The results of the assessment should be compared to previous achievement test scores.

No. 136 - Mary Kay Newman

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DIAGNOSTIC AND REMEDIAL LEARNING CENTERS
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Park Ridge, Illinois

SPELLING PROGRAM

Rationale:

The activities suggested here are designed for junior high school pupils who are several years below grade level in spelling and written expression. This program has been successfully implemented in an 8th grade homogeneously grouped Language Arts clan.

Poor spelling is the cause of many problems in the academic subjects, since pupils are required to complete written compositions, reports, examinations, etc. Poor spellers are often reluctant to write and express their ideas because they know their written work will be below par and difficult to understand.

Once a student has mastered the spelling of basic words and is competent enough to write a simple composition in his own words he will most likely experience success and be encouraged to do better.

These students have always had trouble in spelling and therefore hate to study words they just can't seem to remember. They have to be interested and involved in the learning situation. These activities are primarily designed to be utilized by students in small groups. Students learn from each other and in these activities competition is an important component.

Activities include:

Pre-test
Word Lists
Crossword Puzzles
Commercial Games
Evaluation

Procedures:

1. Pre-test:

A pre-test should be given to your class to determine approximate level of each pupil. One of the following tests is appropriate:

The St. Louis Diagnostic Spelling Test
Spelling section of the Durrell Analysis of Reading Difficulty
The Phono-Visual Diagnostic Spelling Test
The spelling section of the Wide Range Achievement Tests

The results will indicate the level as well as pinpoint weaknesses in specific skills. e.g.: dipthongs, diagraphs, blends, etc. Students who lack specific skills or possess specific strengths could be grouped together. This grouping should help the teacher in organizing activities.

2. Mastery of Word Lists:

After the pre-test is marked, if pupils fall below the fourth grade level, they should begin by mastering the spelling of basic words.

The following word lists are recommended:

The Dolch List of 220 Words - basic sight vocabulary
Fitzgerald's List of 220 Spelling Demons
Clarence Stone's List of 769 Easy Words
Continental Press - Crossword Puzzles for Reading-Thinking Skills, Grades 3 and 4

These word lists and the puzzles can be studied by pupils individually or with a partner. Use of the tape recorder, language master, and written and oral drill is advisable. Use of the puzzles will develop skills in spelling, following directions, detecting inferences classifying ideas, etc. Pupils are very interested in the puzzles because these materials present spelling lessons and application of skills in a different way. Pupils have the list of words while working the puzzles, therefore, they are not asked to know words that are unfamiliar to them.

3. Evaluation:

Pupils should be tested frequently and, if necessary, individually. Many of these students need an extraordinary amount of tiem to recall the spelling of a word. Children with learning difficulties will need much meaningful repetition and a longer period of time to master the words. Depending upon the length of the above spelling program, a post-test could be administered to determine the child's progress.

4. Application:

Using the spelling words that the pupils have studied is of utmost importance if they are to retain the words they have learned. Short, easy, written assignments given frequently will give the pupil an opportunity to use the words he has mastered.

5. Use of comercial games in the classroom:

Using spelling games as instructional tools introduces a new aspect of transferring previously learned skills in spelling, vocabulary and arithmetic. Students like these games and many who fail in achieving in other areas are able to experience success in this type of activity. Students are challenged by the games and interest in vocabulary and manipulation of letters is generated. When observing pupils participating in the games it is apparent that students are very interested in the activities and motivated to do their best.

A pupil's self confidence can be boosted if he can succeed in this type of competition. Many of these students enjoy this type of learning situation, and it provides them with an opportunity to use skills they have recently learned.

Games can be used in one-half hour sessions, twice weekly. A rotation system is advisable so that students get an opportunity to play more than one game and thereby build various skills included in the games.

The following pages contain an explanation concerning the description of the games and instructions on how to play the games. These instruction sheets should be distributed to students and used as guidelines for playing the games. A sample score sheet is also included.

Spelling Games:

Perquacky - Lakeside Toys, Division of Lakeside Industries, Inc., Minneapolis, Minnesota

Scribbage - E. S. Lane Company, Inc., New York 10, New York

Spill and Spell - Parker Bros., Inc., Salem, Massachusetts

Scrabble for Juniors - Selchow and Righter Company

Three of these games are very similar in that the player's objective is to spell words by using dice-like cubes. Arithmetic skills include the squaring of numbers. Scrabble is an easier version of the adult game.

Students can make these games easy or difficult depending upon their initiative and skills. Pupils will start by using easy words but will soon try more difficult words when they realize that point value increases with longer words. It also helps them to understand the principle of squaring numbers. Pupils are forced to carefully examine the spelling of words and inflectional endings.

Vocabulary Games:

Password - Milton Bradley Co., Springfield, Massachusetts

Probe - Parker Bros., Inc., Salem, Massachusetts

These games are challenging and exciting for the students to play. In playing Probe, the students often use new words since they are allowed to use the dictionary. Vocabulary knowledge increases since pupils note meanings of new words when they explain them to their opponents.

No. 137 - Mary Kay Newman